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CATALOGUE

PHILLIPS ACADEMY

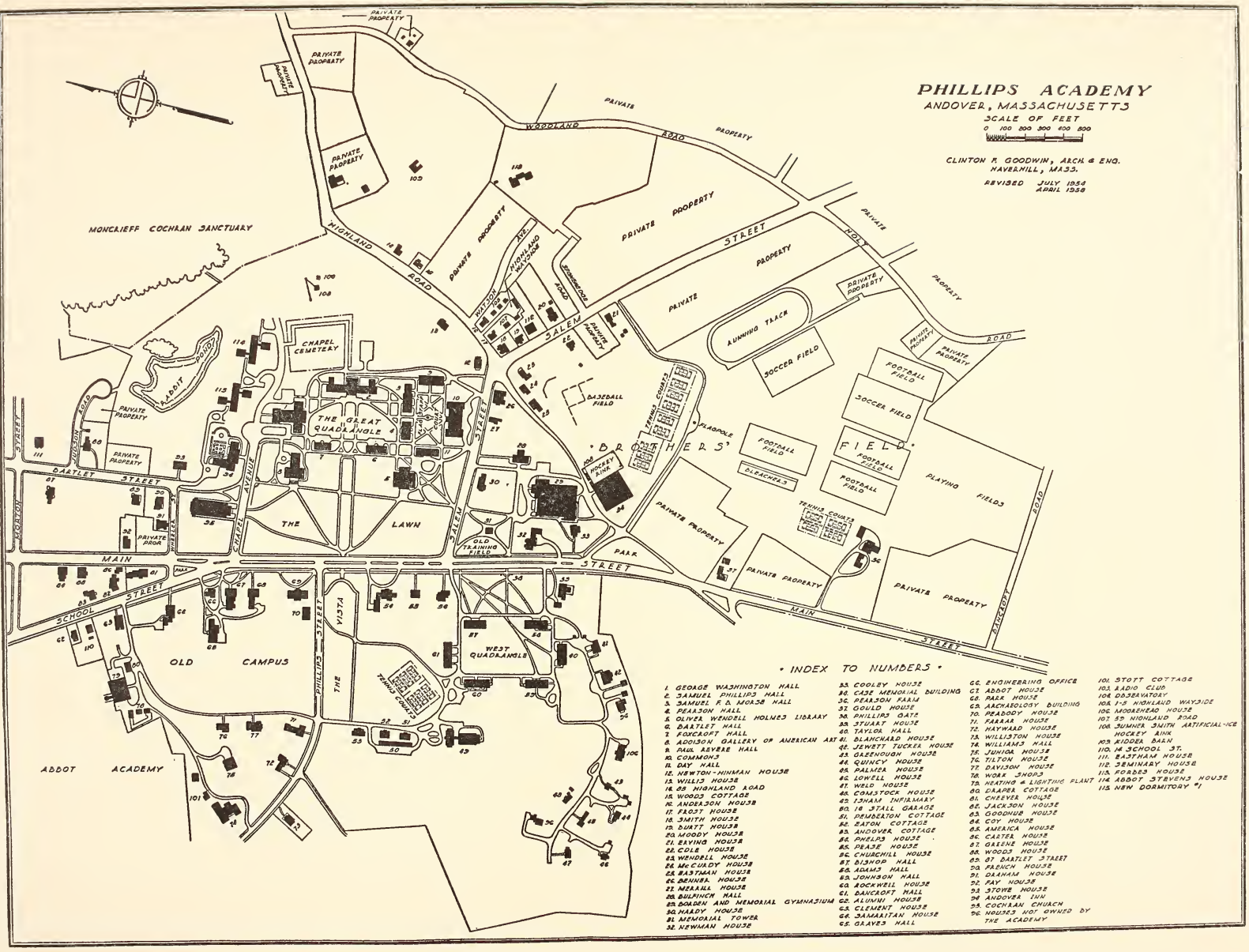
Andover, Massachusetts



1961

ONE HUNDRED EIGHTY-THIRD YEAR

Published by Phillips Academy, Andover, Massachusetts



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CATALOGUE

PHILLIPS ACADEMY

Andover, Massachusetts



1961

ONE HUNDRED EIGHTY-THIRD YEAR

Published by Phillips Academy, Andover, Massachusetts

1960

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JULY

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AUGUST

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CALENDAR

SCHOOL YEAR 1960-1961

Fall term begins Monday, September 19, 1960
Mid-term Rating Wednesday, November 2
Long Thanksgiving weekend Wednesday-Sunday, November 23-27
Fall term ends Thursday, December 15

Christmas Recess—19 days

Winter term begins 8:30 p.m., Tuesday, January 3, 1961
Mid-term Rating Saturday, February 4
Long weekend Friday-Sunday, February 10-12
Winter term ends Friday, March 17
College Board examinations Saturday, March 18

Spring Recess—19 days

Spring term begins 8:30 p.m., Wednesday, April 5
Mid-term Rating Wednesday, May 3
Spring Prom weekend Friday-Sunday, May 12-14
Examinations end Thursday, June 8
Commencement **Friday, June 9**

Summer Session—1961

Summer session begins Tuesday, June 27
Summer session ends Wednesday, August 9

SCHOOL YEAR—1961-1962

Fall term begins Monday, September 18, 1961
Fall term ends Thursday, December 14

Christmas Recess—21 days

Winter term begins 8:30 p.m., Thursday, January 4, 1962
Winter term ends Friday, March 16

Spring Recess—19 days

Spring term begins 8:30 p.m., Wednesday, April 4
Examinations end Thursday, June 7
Commencement Friday, June 8

Summer Session—1962

Summer session begins Tuesday, June 26
Summer session ends Wednesday, August 8

PURPOSE OF PHILLIPS ACADEMY

THE PURPOSE of Phillips Academy is to teach "the great end and real business of living." According to its Constitution, signed in 1778, "It is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others) is both weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind." Adapted to conditions of modern life, the aim of the Academy remains the same: so to intensify and broaden the capacities of its students that they may enter the larger world with a deepened sense of their responsibility to society.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students curiosity about things of the mind, to induce in them a desire to educate themselves. It fosters the development of discriminating judgment and independence of thought. It tries to cultivate the imagination and emotions of its boys.

By long tradition Andover believes in a type of education that makes boys resourceful and independent. Andover believes in the value of student representation from all parts of the country and of the world, and from all walks of life. To its boys it offers an intellectual and moral discipline, believing that friendly encouragement and sympathy are the best incentives to accomplishment.

Phillips Academy is a liberal, modern school with an ancient tradition. It values the benefits passed on to it by many generations. It has contributed directly to the development of thousands of men, and indirectly to numberless aspects of our national life. Thankful for its history, Andover focuses on the present and on the future. Training American boys for service and leadership requires a flexible spirit that will test and try the new while treasuring the riches from the past.

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips John Phillips, LL.D.

Samuel Phillips, Jr.

Constitution and deed of trust signed	April 21, 1778
School opened	April 30, 1778
Act of incorporation	October 4, 1780

HEADMASTERS

ELIPHALET PEARSON, LL.D.	1778–1786
EBENEZER PEMBERTON, LL.D.	1786–1793
MARK NEWMAN, A.M.	1794–1809
JOHN ADAMS, LL.D.	1810–1833
OSGOOD JOHNSON, A.M.	1833–1837
SAMUEL H. TAYLOR, LL.D.	1837–1871
FREDERIC W. TILTON, A.M.	1871–1873
CECIL F. P. BANCROFT, Ph.D., L.H.D., LL.D.	1873–1901
ALFRED E. STEARNS, Litt.D., L.H.D., LL.D.	1903–1933
CLAUDE M. FUESS, Ph.D., Litt.D., L.H.D., LL.D.	1933–1948
JOHN M. KEMPER, A.M., L.H.D., Litt.D.	1948–

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands and the sum of one thousand six hundred and fourteen pounds. Two years later, on October 4, 1780, the school was incorporated by the Act of Incorporation passed by the General Court of Massachusetts, signed by John Hancock.

The Constitution was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

> A serious consideration of the premises, and an observation of the growing neglect of *youth,* have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living.*
>
> The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.
>
> But above all, it is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others), is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

> This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.
>
> And, in order to prevent the smallest perversion of true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second,* instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third,* practical Geometry, Logic, and Geography; and the *fourth,* such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

Phillips Academy was opened for instruction April 30, 1778, in a building which had earlier been used as a carpenter's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian, who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger schoolhouse was built. On November 5, 1789, George Washington, President of the United States, visited Andover and addressed the students assembled on the Old Training Field.

The fourth principal, John Adams, raised the repute of the school, increased the attendance, and enlarged the number of teachers. During his term as principal, the second schoolhouse was burned, on January 28, 1818, and a new brick Academy designed by the famous architect Charles Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, "The School-Boy," is still in use.

The modern period of the school's history was ushered in in 1873 with the election of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. Under Dr. Bancroft's administration, attendance increased from 262 to over 400 pupils and since then has never dropped below that figure.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns. The purchase in 1908 of the lands and buildings of the Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. In the late 1920's and in the 1930's the school took its present form under a building and landscaping program made possible by the generosity of Thomas Cochran, other alumni, and friends of the school.

Under the administration of Claude M. Fuess, Headmaster from 1933 to 1948, the faculty was greatly enlarged and strengthened, the curriculum was revised, a number of buildings were added, and (in 1942) the Andover Summer Session began. In World War II, Andover men served in each of the services, and 143 gave their lives. During much of the war, Henry L. Stimson served as president of the Trustees as well as Secretary of War.

John M. Kemper was elected Headmaster in 1948. Since then, athletic facilities have been greatly increased, particularly by the construction of the Memorial Gymnasium and the Sumner Smith Hockey Rink. The Copley Wing of the Library and three new dormitories of advanced design have been completed. The endowment has grown from eleven to twenty-two million, and the attendance has increased from 725 to 819. The curriculum has been revised to provide increased flexibility. In 1952-1953, under Andover leadership and with a grant from the Ford Foundation, the important study, *General Education in School and College*, was completed. It has since led many institutions to encourage advanced standing in college and has resulted in the introduction into the Andover curriculum of new, advanced, college-level courses. In 1955, in response to the national teacher shortage, the school inaugurated the Andover Teaching Fellow Program to recruit and train young men for teaching.

Three recent decisions have been of significance in the development of the modern Andover. One was the decision to admit each year the best 250 candidates, regardless of their ability to pay tuition. Another was to increase the tuition to support increases in faculty pensions and salaries. A third was to permit the school to continue its moderate, healthy growth to 850, the capacity of the Meeting Room, Chapel, Commons, and Gymnasium.

TRUSTEES

HENRY WISE HOBSON '10, D.D., LL.D., *President* — Cincinnati, Ohio
Elected 1937, President since 1947

JOHN MASON KEMPER, L.H.D., LITT.D., *Clerk* — Andover
Elected 1948

JAMES PHINNEY BAXTER, III '10, PH.D., LITT.D., L.H.D., D.Sc., LL.D. — Williamstown
Elected 1942

JOHN PETERS STEVENS, JR. '15, A.B. — Plainfield, N. J.
Elected 1948

CHARLES STAFFORD GAGE '21, A.M. — New Haven, Conn.
Elected 1952

ROBERT MERRIMAN KIMBALL '29, S.B. — Waban
Elected 1952

BROMWELL AULT '18, S.B. — New York, N. Y.
Elected 1953

FREDERICK GOODRICH CRANE '15, A.B. — Dalton
Elected 1957

DONALD HOLMAN McLEAN, JR. '28, LL.B. — Summit, N. J.
Elected 1958

JOHN USHER MUNRO '30, A.B. — Winchester
Elected 1958

THOMAS LEE PERKINS '24, L.B. — Rye, N. Y.
Elected 1959

ROBERT LIVINGSTON IRELAND III '38, A.B. — New York, N. Y.
Elected 1960

BENJAMIN ALLEN ROWLAND '28, M.B.A. — Andover
Elected 1960

ALUMNI TRUSTEES

WILLIAM BUTTS MACOMBER, JR. '40, LL.B., A.M. — Washington, D. C.
Elected 1958 for three years

JAMES ALEXANDER SMITH '18, PH.B. — New York, N. Y.
Elected 1959 for three years

STEPHEN YOUNG HORD '17, A.B. — Chicago, Ill.
Elected 1960 for three years

FRANK PRAY FOSTER '25, M.D. — West Newton
Ex Officio for one year as President of the Alumni Association

TRUSTEES EMERITI

PHILIP LORING REED '02 — Dedham
1933-1958

FRANCIS ABBOTT GOODHUE '02, A.B. — Hewlett, L. I., N. Y.
1935-1958

CHAUNCEY BREWSTER GARVER '04, LL.B. — New York, N. Y.
1947-1960

SUMNER SMITH '08, A.B. — Lincoln
1956-1960

FACULTY

JOHN MASON KEMPER, A.M., L.H.D., Litt.D.
Headmaster — Elected 1948

CLAUDE MOORE FUESS, Ph.D., Litt.D., L.H.D., LL.D. — Chestnut Hill
Headmaster, Emeritus — 1908-1948

GEORGE FRANKLIN FRENCH, A.M. — Andover
Instructor in French, Emeritus — 1907-1944

LESTER EDWARD LYNDE, A.M. — Andover
Dean, Emeritus — 1901-1944

FREDERICK MAY BOYCE, A.M. — Barrington, R. I.
Instructor in Physics, Emeritus — 1909-1948

OSWALD TOWER, A.B. — Andover
Dean and Instructor in Mathematics, Emeritus — 1910-1949

RAY ARTHUR SHEPARD, S.B. — Gardiner, Me.
Director of Physical Education, Emeritus — 1919-1949

ALICE THACHER WHITNEY — Andover
Recorder, Emerita — 1902-1950

LESTER CHARLES NEWTON, A.M. — Andover
Instructor in French and German, Emeritus — 1918-1952

HENRY PRESTON KELLEY, A.M. — Pepperell
Instructor in Spanish, Emeritus — 1918-28, 1935-1952

MONTVILLE ELLSWORTH PECK — North Bridgton, Me.
Instructor in Physical Education, Emeritus — 1916-1955

GUY JOHNSON FORBUSH, A.B. — Andover
Instructor in French, Emeritus — 1917-1920, 1924-1955

FRANK MAY BENTON, A.B. — Rome, Italy
Instructor in Latin, Emeritus — 1918-1958

ARTHUR BURR DARLING, Ph.D. — Washington, D. C.
Instructor in History, Emeritus — 1917-1918, 1933-1958

DOUGLAS MANSOR DUNBAR, A.M. — Andover
Instructor in Mathematics, German, and Bible, Emeritus — 1942-1958

EVAN ALBERT NASON, A.B. — Harpers Ferry, W. Va.
Instructor in Mathematics, Emeritus — 1942-1959

M. LAWRENCE SHIELDS, A.B. — Marblehead
Instructor in Biology and Secretary of the Academy, Emeritus — 1923-1960

ROSCOE EDWIN EVERETT DAKE, S.B. — Appointed 1921
Instructor in Chemistry on the Donner Teaching Endowment
Chairman of the Chemistry Department

JOHN SEDGWICK BARSS, A.M. — 1923
Instructor in Physics on the Ammi Wright Lancashire Foundation
Chairman of the Physics Department

*ALAN ROGERS BLACKMER, A.M., L.H.D. — 1925
Dean of the Faculty

* On leave of absence.

KENNETH SMITH MINARD, A.M. 1928
Instructor in History

GEORGE KNIGHT SANBORN, S.B. 1928
Instructor in Biology
Warden of the Moncrieff Cochran Sanctuary

EMORY SHELBY BASFORD, A.B. 1929
Instructor in English on the Alfred Laurence Ripley Foundation
Chairman of the English Department

ALFRED GRAHAM BALDWIN, D.D. 1930
Instructor in Religion and Social Problems on the Martha Cochran Foundation
School Minister
Chairman of the Religion Department

ROBERT EDWARD MAYNARD, S.B. 1931
Instructor in Mathematics

LEONARD FRANK JAMES, A.M. 1932
Instructor in History on the Cecil F. P. Bancroft Foundation
Chairman of the History Department

GEORGE GRENVILLE BENEDICT, A.M. 1930-1932, 1933
Dean of Students

DOUGLAS SWAIN BYERS, A.M. 1933
Instructor in Anthropology
Chairman of the Archaeology Department

BARTLETT HARDING HAYES, JR., A.B. 1933
Instructor in Art
Chairman of the Art Department

ROGER WOLCOTT HIGGINS, A.M. 1933
Instructor in English

JAMES RUTHVEN ADRIANCE, A.B. 1934
Assistant to the Headmaster

ALSTON HURD CHASE, Ph.D. 1934
Instructor in Greek and Latin on the Samuel Harvey Taylor Foundation
Chairman of the Classics Department

NORWOOD PENROSE HALLOWELL, JR., A.B. 1934
Instructor in English

FRANK FREDERICK DICLEMENTE, S.B. 1935
Instructor in Physical Education

*JAMES HOOPER GREW, D. ès L. 1935
Instructor in French on the Elizabeth Milbank Anderson Foundation
Chairman of the French Department

FREDERICK SCOULLER ALLIS, JR., A.M. 1936
Instructor in History

CHESTER ARCHIBALD COCHRAN, A.M. 1936
Instructor in French

FREDERICK JOHNSON, S.B. 1936
Instructor in Archaeology

STEPHEN STANLEY SOROTA, S.B. 1936
Instructor in Physical Education

STEPHEN WHITNEY, A.M. 1936
Instructor in French

* On leave of absence.

FLOYD THURSTON HUMPHRIES, A.B. 1937
Instructor in French on the Jonathan French Foundation

HART DAY LEAVITT, A.B. 1937
Instructor in English

MILES STURDIVANT MALONE, Ph.D. 1937
Instructor in History

WILLIAM HAYES BROWN, A.M. 1938
Instructor in English

RICHARD SAWYER PIETERS, A.M. 1938
Instructor in Mathematics on the Alfred Ernest Stearns Foundation
Chairman of the Mathematics Department

ROBERT WHITTEMORE SIDES, A.B. 1938
Instructor in Mathematics
Director of Admissions

JOHN BROMHAM HAWES, Ed.M. 1933-1936, 1939
Instructor in English

JOHN KINGSBURY COLBY, A.M. 1940
Instructor in Latin

HARPER FOLLANSBEE, Ed.M. 1940
Instructor in Biology
Chairman of the Biology Department

WALTER GIERASCH, A.B. 1941
Instructor in English

DUDLEY FITTS, A.B. 1941
Instructor in English on the Emilie Belden Cochran Foundation

FRANCIS BERTRAND MCCARTHY, A.B. 1941
Instructor in English

ROBERT BATES TAYLOR, A.M. 1943
Instructor in Spanish
Chairman of the Spanish Department

ELBERT COOK WEAVER, A.M. 1943
Instructor in Chemistry on the George Peabody Foundation

CORNELIUS GORDON SCHUYLER BANTA, S.B. 1944
Instructor in Mathematics

JOHN RITTENHOUSE WEIR DODGE, A.M. 1944
Instructor in English

ALEXANDER DUNNETT GIBSON, A.M. 1944
Instructor in French
Director of the Bureau of Self-Help

FREDERICK ALMOND PETERSON, A.M. 1946
Instructor in English

ALLAN GEORGE GILLINGHAM, Ph.D. 1947
Instructor in Latin and Greek on the John Charles Phillips Foundation

*PETER QUACKENBUSH MCKEE, Ed.M. 1947
Instructor in Physics

DONALD EMERY MERRIAM, A.M. 1947
Instructor in Spanish and French

* On leave of absence.

Gordon Gilmore Bensley, A.B. 1949
Instructor in Art

John Richard Lux, M.S.Ed. 1949
Instructor in Mathematics

William Louis Schneider, Mus.Ed.B. 1949
Instructor in Music

William Russell Bennett, Jr., A.B. 1950
Assistant Dean of Students

William John Buehner, A.M. 1950
Instructor in Latin

Simeon Hyde, Jr., A.M. 1950
Instructor in English

*Reagh Clinton Wetmore, M.P.E. 1950
Instructor in Anatomy, Chemistry, and Physical Education

Walter F. W. Lohnes, A.M. 1951
Instructor in German
Chairman of the German Department

Henry Waring Schereschewsky, A.B. 1951
Comptroller

Frederic Anness Stott, A.B. 1951
Director of Development

Philip Brownlie Weld, B.E. 1951
Instructor in Chemistry

William Franklin Graham, S.B. 1952
Instructor in Mathematics
Excusing Officer

Fred Harold Harrison, A.M. 1952
Instructor in History and Physical Education
Chairman of the Athletics Department

John Claiborne McClement, Ed.M. 1952
Instructor in Mathematics

Joshua Lewis Miner, III, A.B. 1952
Instructor in Physics and Science
Admissions Officer

James Harold Couch, A.M. 1953
Instructor in Spanish

Sherman Frederick Drake, S.B. 1953
Instructor in Mathematics and Navigation

*Walter George Greenall, Jr., A.B. 1953
Bursar

Edmond Emerson Hammond, Jr., Sc.M. 1953
Instructor in Mathematics, Physics, and Chemistry

Louis John Hoitsma, Jr., Ed.M. 1953
Instructor in Mathematics

Robert Penniman Hulburd, A.M. 1953
Instructor in German
Director of the Summer Session

Dalton Hunter McBee, A.B. 1953
Instructor in English

* On leave of absence.

Donald Miller Clark, M.D. *Medical Director*	1954
Albert Karl Roehrig, Ed.M. *Instructor in English*	1954
Robert Edwin Lane, A.M. *Instructor in Latin and Russian*	1955
Thomas Michael Mikula, A.M. *Instructor in Mathematics*	1955
Harold Holmes Owen, Jr., A.M. *Instructor in English*	1955
Thomas Joseph Regan, A.M. *Instructor in English*	1955
William Biggs Clift, Jr., B.M.Ed. *Instructor in Music* *Chairman of the Music Department*	1956
Frank McCord Eccles, S.B. *Instructor in Mathematics and Physics*	1956
Brendan John Farrington, A.B. *Alumni Secretary, Director of Public Relations*	1956
Richard Valentine Healy *Director of Physical Plant*	1956
John Ward Kimball, A.B. *Instructor in Biology*	1956
Karl Cadem Lemp, A.B., L.L.B. *Instructor in Greek and Latin*	1956
David Melville Pynchon, A.B. *Instructor in English*	1956
Harrison Schuyler Royce, Jr., M.I.A. *Instructor in History*	1956
Camille Bauer, Professeur agrégé *Instructor in French and German*	1957
Louis Garland Davis, Mus.M. *Instructor in Voice and Public Speaking*	1957
Gerald Denton Ferris, A.M. *Instructor in French*	1957
Gerald Shertzer, M.F.A. *Instructor in Art*	1957
John Frank Bronk *Instructor in Physical Education and Physiotherapist*	1958
George William Best, S.B. *Instructor in Mathematics*	1958
Clement Morell, A.M. *Instructor in Mathematics*	1958
Frederick Arnold Pease, Jr., B.D. *Instructor in Religion*	1958
Philip Mason Dubois, A.B. *Instructor in Physics*	1959
John Richards, II, A.B. *Instructor in History*	1959

William Abbott Munroe, A.B. *Bursar*	1960
James Allyn Bradford, B.D. *Instructor in Religion*	1960
Gilbert Burnett, Jr., A.B. *Instructor in Science*	1960
John Patten Chivers, A.B. *Instructor in German*	1960
Leslie Chant Dirks, S.B. *Instructor in Physics*	1960
Wilfred Freeman *Instructor in Art*	1947-1950, 1960
Carl Edward Krumpe, Jr., A.M. *Instructor in Classics*	1960
William Lawrence Markey, A.M. *Instructor in French*	1954-1957, 1960
Warren Jordan Myers, A.B. *Instructor in Latin*	1960
Thomas Rees, Ph.D. *Instructor in Chemistry and Mathematics*	1960
Douglas Moulton Schumann, S.B. *Instructor in Physical Education*	1960
Frank DeWitt Thornton, B.M.Ed. *Instructor in Music*	1960
Donald Watt Gardner, Jr., A.B. *Teaching Fellow in History*	1960
Thomas Chace Kehler, A.B. *Teaching Fellow in English and Latin*	1960
Gordon Anthony Marlow, A.B. *Teaching Fellow in English*	1960
Augustus Young Napier, Jr., A.B. *Teaching Fellow in English*	1960

ADMINISTRATIVE DEPARTMENTS

Correspondence with administrative officers should be addressed to them at George Washington Hall. Office hours: week days, 9:00 a.m. to 12:00 and (except Saturday) 2:00 p.m. to 5:00 p.m. Offices are closed on Saturday during the summer. Appointments should be made in advance, if possible. For information, call or see miss Meredith Thiras, Receptionist (telephone GReenleaf 5-3400), during office hours.

HEADMASTER'S OFFICE

John Mason Kemper, L.H.D., Litt.D., *Headmaster*
Mrs. Amy R. Robinson, *Secretary to the Headmaster*

ADMISSIONS OFFICE

Robert Whittemore Sides, A.B., *Director of Admissions*
Joshua Lewis Miner, III, A.B., *Admissions Officer*
Harper Follansbee, John Richards, II, Stephen Whitney, *Interviewing Officers*
Mrs. Mary V. Sands, *Secretary to the Director*

OFFICE OF THE DEAN OF THE FACULTY

Alan Rogers Blackmer, A.M., L.H.D., *Dean of the Faculty*

OFFICE OF THE DEAN OF STUDENTS

George Grenville Benedict, A.M., *Dean of Students*
William Russell Bennett, Jr., A.B., *Assistant Dean of Students*
William Franklin Graham, S.B., *Excusing Officer*
John Claiborne McClement, Ed.M., *Scheduling Officer*
Mrs. Jane H. Munroe, *Recorder*

BUREAU OF SELF-HELP

Alexander Dunnett Gibson, A.M., *Director of the Bureau of Self-Help*

TREASURER'S OFFICE

Henry Waring Schereschewsky, A.B., *Comptroller*
William Abbott Munroe, A.B., *Bursar*
Richard Valentine Healy, *Director of Physical Plant*
Marion E. Hill, *Assistant Bursar*
Mrs. Ann L. Hyde, *Executive Secretary*
Evelyn H. Gordon, *Director of Student Accounts*

OFFICE OF THE ASSISTANT TO THE HEADMASTER

James Ruthven Adriance, A.B., *Assistant to the Headmaster*
Mrs. Ruth A. White

ALUMNI AND PUBLIC RELATIONS OFFICE

Brendan John Farrington, A.B., *Alumni Secretary, Director of the Alumni Fund, and Director of Public Relations*

DEVELOPMENT OFFICE

Frederic Anness Stott, A.B., *Director of Development*

DEPARTMENT OF HEALTH

Donald Miller Clark, M.D., *Medical Director*
Michael Angeleo Gravallese, M.D., *Associate School Physician*
Nicholas D. Rizzo, M.D., *Consulting Psychiatrist*
Albert Karl Roehrig, A.B., *Psychologist*
Mrs. Vera B. Westover, *Administrator*

Local Consultants

George V. West, M.D., *Radiologist*
Robert J. Joplin, M.D., *Orthopedist*
John Paul Holihan, M.D., *Anesthesiologist*
Milton D. Howard, M.D., *Pathologist*
Douglas Malcolm Dunbar, D.D.S., *Senior Dentist*
Herman DeWilde, M.D., D.M.D., *Associate Dentist*
C. Paul Bonin, D.M.D., *Orthodontist*
Mrs. Hedwig Hitschmann, *Speech Therapist*

OLIVER WENDELL HOLMES LIBRARY

Elizabeth Eades, A.B., S.B., *Librarian*
Mrs. Dorothy B. Bloom, S.B., *Cataloguer*
Barbara McDonnell, A.B., S.B., *Reference Librarian*
Anne Louise Constant, A.B., *Assistant in the Library*
Mrs. Margaret B. Towne, *Assistant in the Library*

ADDISON GALLERY OF AMERICAN ART

Bartlett H. Hayes, Jr., *Director*
Antoinette Thiras, *Secretary and Registrar*

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

Douglas S. Byers, A.M., *Director*
Frederick Johnson, S.B., *Curator*
Alfred V. Kidder, Ph.D., *Research Associate in Southwestern Archaeology*

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

Fred Harold Harrison, A.M., *Director of Physical Education and Athletics*
John Frank Bronk, *Instructor in Physical Education and Physio-Therapist*
Frank Frederick DiClemente, S.B., *Instructor in Physical Education*
Douglas Moulton Schumann, S.B., *Instructor in Physical Education*
Stephen Stanley Sorota, S.B., *Instructor in Physical Education*
Reagh Clinton Wetmore, M.P.E., *Instructor in Physical Education*

DEPARTMENT OF MUSIC

William B. Clift, Jr., Mus.Ed.B., *Chairman and Instructor in Brass Instruments*
Lorene Banta, Ph.D., *Instructor in Organ*
Louis Garland Davis, M.Mus., *Instructor in Voice*
Albion Metcalf, *Instructor in Piano*
William Louis Schneider, Mus.Ed.B., *Instructor in Stringed Instruments*
Frank DeWitt Thornton, Mus.Ed.B., *Instructor in Woodwind Instruments*

DEPARTMENT OF LANGUAGE TRAINING

Mrs. Reta V. Buchan, *Associate in Language Training*
Mrs. Mary I. Borden, *Assistant in Language Training*
Mrs. Charlotte Wilson, *Assistant in Language Training*

MONCRIEFF COCHRAN SANCTUARY

George Knight Sanborn, S.B., *Warden*

AUDIO-VISUAL CENTER

Gordon Gilmore Bensley, A.B., *Director*
Lillian T. Spillane, *Secretary*
Aloysius Hobausz, *Audio Technician*

CHAIRMEN OF ACADEMIC DEPARTMENTS

Archaeology	Douglas Swain Byers, A.M.
Art	Bartlett Harding Hayes, Jr., A.B.
Athletics	Fred Harold Harrison, A.M.
Biology	Harper Follansbee, Ed.M.
Chemistry	Roscoe Edwin Everett Dake, S.B.
Classics	Alston Hurd Chase, Ph.D.
English	Emory Shelby Basford, A.B.
French	James Hooper Grew, D. ê L.
German	Walter F. W. Lohnes, A.M.
History	Leonard Frank James, A.M.
Mathematics	Richard Sawyer Pieters, A.M.
Music	William Biggs Clift, Jr., Mus.Ed.B.
Physics	John Sedgwick Barss, A.M.
Religion	Alfred Graham Baldwin, D.D.
Spanish	Robert Bates Taylor, A.M.

GENERAL INFORMATION

ANDOVER STUDENTS, for the most part, live together by classes in the Academy dormitories and houses. Each building is under the supervision of the resident faculty housemaster. All boys eat in their own class dining room in The Commons.

Juniors live in Williams Hall and Rockwell House, or in neighboring houses and cottages. Williams Hall, with its annexes, Junior House and Stott Cottage, has recreation facilities for fifty-four Juniors, who occupy single or double rooms. Rockwell House has single rooms and recreation facilities for forty-two Juniors. Juniors are subject to the special regulations and the particularly close supervision found helpful to boys of this age in making a successful transition from home to boarding school life. Carefully selected Senior proctors play an important part in the activities of the various Junior units.

Lower Middlers live in two of the double-entry brick dormitories and in some sixteen smaller houses and cottages, where they receive careful guidance but also enjoy a degree of independence suited to their increased maturity. Senior proctors are in residence in the larger Lower Middle units.

Upper Middlers and Seniors, having learned to profit from relatively great independence and freedom, are housed, with a few exceptions, in large brick dormitories by classes, where they are permitted considerable latitude in the exercise of their daily affairs. In the three newest dormitories, Alfred E. Stearns House, Abbot Stevens House, and Henry L. Stimson House, the resident groups are made up of an approximately equal number of Upper Middlers and Seniors, who live in the same dormitory for their last two years.

FACULTY COUNSELORS (HOUSEMASTERS)

Each Andover student is under the direct charge of a Faculty Counselor, who, for boarding students, is his housemaster. He knows the background, the character, and the standing of each of his boys and acts as his advisor in all that concerns his welfare and his happiness. The Counselor is usually the member of the Faculty most intimately in touch with the student and his parents. From

time to time, he will write the parents to keep them informed of their son's progress. Parents should feel free to write their son's counselor if they have any reason for concern about their boy's progress. They are encouraged to report to the counselor any facts that may affect the boy's work or behavior.

RELIGION

Phillips Academy is an inter-denominational school whose origin and traditions rest firmly upon a Christian faith and system of values.

Chapel services are an essential part of the Phillips Academy program and are conducted by the Headmaster, the School Ministers, students, and members of the faculty. Among the visiting speakers are leaders of many denominations. A number of college chaplains are invited to preach each year.

Attendance at chapel services is required, although on Sundays boys may choose to attend services at other Protestant or Roman Catholic churches in Andover. Arrangements have been made by which students of Jewish faith may attend their own services at the Academy or occasionally at a synagogue in a nearby community.

This arrangement emphasizes two sets of values: a close connection of each boy with his own denomination, and a program of worship within the life of the school built upon the common elements in our religious heritage.

In a school composed of students from diverse backgrounds, it is not possible fully to satisfy all the special requirements of different sects and denominations. Therefore, no boy should apply for admission to the Academy who feels that the ritualistic practices of his own faith must be literally followed in all circumstances.

In daily chapel the effort is to develop a service that strengthens the best aspirations and insights of students, while denying to no one the right to hold fast his own faith. The school tries to develop devotion to God and reliance upon faith as a source of inspiration and strength, to confirm a boy's support of the highest values that our civilization has nurtured, and to increase his respect for and understanding of the beliefs of others.

Those who enjoy minority religious status as well as those who enjoy majority status are expected to work with equal eagerness toward the goals by means of which Phillips Academy endeavors to achieve harmony and unity in diversity.

CULTURAL OPPORTUNITIES

Andover has always demanded a high standard of accomplishment in the prescribed course of study. At the same time, the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary, the boys are given a chance to interest themselves in subjects which may in later life become delightful hobbies or even major pursuits and professions.

A number of distinguished men and women are invited to the Academy each year as lecturers and guest artists. During 1959-60, William J. Macomber, Assistant Secretary of State gave the Hosch Lecture; Professor Nevill Coghill of Merton College, Oxford University, visited the school as Stearns Lecturer; and Robert Frost came to the Academy as the second Lana Lobell Fellow. They addressed the school assembly in George Washington Hall, visited classes, and conducted informal conferences with students and faculty.

Among the guest artists to appear in George Washington Hall were Arnold Moss and the Shakespeare Festival players in *Measure for Measure*; Jan Smeterlin, pianist; Kenneth Wolf, pianist; and John Sebastian, who gave a harmonica concert. The thirty-second Sawyer Concert was given by the Cambridge Festival Orchestra.

THE OLIVER WENDELL HOLMES LIBRARY

The Oliver Wendell Holmes Library (1929) was given by Williams Cochran, class of 1895; Moncrieff M. Cochran, class of 1900; and Louise Cochran Savage. It was named in honor of the poet and physician, a member of the class of 1825.

The early library of Phillips Academy numbered but a few volumes. Some of these are preserved in a separate collection as the

Library of 1819, composed for the most part of Latin texts, lexicons, editions of the classics, orations, and sermons. There are over 75,000 volumes today, carefully distributed among the humanities and sciences, catalogued according to the Dewey system with cards from the Library of Congress, and superbly housed in a Georgian building equipped with stacks, work-rooms, studies, an exhibit hall, reference and reading rooms.

The Copley Wing, gift of James S. Copley, P.A., 1935, designed to seat 125 at small tables and carrels, is used as an American History Reserve Book Room. Typing facilities are provided.

Particular treasures of the Library are an original elephant folio of Audubon's *Birds of America* and contemporary accounts of John Paul Jones, given by Thomas Cochran of the class of 1890; papers and books of the poet, Oliver Wendell Holmes, for whom the Library is named; part of the library of Guy Lowell, architect of many of the Academy's buildings; a notable collection of 259 volumes on English Public Schools; the Mercer Collection on sports; publications by graduates and memorabilia of the Academy; classics given in memory of Allen R. Benner; O.S.S. Maps presented by General Donovan; Early Americana given by Nelson S. Taylor, of the Class of 1900; an historical map of the Academy by Stuart Travis, in the Freeman Room. Rare Vergiliana, gathered by Charles H. Forbes, and a handsomely bound collection of French literature, selected by Charles A. Parmelee, are kept in separate rooms open to all who may be interested.

THE ADDISON GALLERY OF AMERICAN ART

The Addison Gallery of American Art (1930) was established in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a small fund for additional purchases.

It is the aim of the Addison Gallery to serve as a cultural center for Phillips Academy students and outside visitors. To this end, frequent loan exhibitions are held throughout the year. Some are

directly related to the courses in the school curriculum; others are of general interest. The introductory courses in Art and Drawing and Painting are held in the Gallery, which is also the center of voluntary work during spare time. Closer correlation with other courses is being sought through the collection and circulation of material for classroom exhibitions.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and offers educational opportunities to schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including nearly two thousand items, is recognized as one of the outstanding specialized collections in the country. Allston, Copley, Morse, Stuart, West, and others represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are examples by Cole, Doughty, Eakins, Homer, Inness, LaFarge, Ryder, Twachtman, and Whistler. The early part of the present century is shown in the work of such men as Bellows, Davies, Demuth, Hassam, Hopper, Luks, Marin, Prendergast, and Sloan. Recent acquisitions of contemporary paintings, sculpture, prints, and drawings complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a collection of 18th Century American silver, that of the James B. Neale bequest, received in 1946, selections of furniture, glass, and pewter of the Colonial period from the Mabel Brady Garvan Collection at Yale University are on permanent exhibition.

Among recent publications of the Addison Gallery are three books: "Layman's Guide to Modern Art," 1949-54; "The Naked Truth and Personal Vision," 1955, and "The American Line," 1959, all based upon special exhibits arranged in connection with the Upper Middle course in Art. All are simply written, and intended for adult as well as for student readers.

An Art Film Library of some three dozen titles was established in 1954 to serve schools and colleges in New England, as well as the Academy community.

THE ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, class of 1857, provides a fund for the maintenance of research in archaeology and for the museum, which was opened in 1903. The Foundation has carried on extensive archaeological research in the southeastern states and the Southwest and is continuing such work in New England and the Maritime Provinces.

In the exhibition halls there are to be seen collections from many of the principal Indian archaeological cultures. A decorative map of North America by the late Stuart Travis, concerned with the main culture areas of the continent, is mounted on the stairway. A model of a former Andover Indian village and a model of a portion of the pueblo of Pecos in New Mexico are also on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The Foundation has an extensive publication list, which is available at the museum office.

THE MONCRIEFF COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is a sixty-five-acre tract of rare beauty and of great educational value, located so close to the center of school activity that it is in fact an extension of the campus. Landscaped areas planted with dogwood, azalea, rhododendron and laurel provide a succession of bloom that draws many visitors from late April to mid-June. A brook and two ponds attract nesting ducks and geese, and extensive natural wild areas, varied in terrain and plant life, draw many species of small land birds and provide nesting places for grouse and pheasant. Other areas are set aside for student projects such as demonstration of

bird feeders; experimental plantings for attracting birds; soil studies; and raising and liberating ducks, quail, and pheasants. Special paths are designed and planted to show local ferns, wildflowers, and trees in their natural habitats. The Log Cabin, a rustic building with a large stone fireplace, kitchen, flagstone terrace and broad lawns, provides an attractive setting for a wide variety of social events at all seasons. The Cochran Sanctuary is unusual in its ideal location and in its varied facilities for conservation, education, and enjoyment.

STUDENT ACTIVITIES

Student hobby groups, clubs, and voluntary enterprises of various kinds are an extremely important part of life at Phillips Academy, changing from year to year in scope and organization, depending upon student interest. Student activities may be classed as literary, musical, forensic, scientific, and general. Each club is under student leadership, and is advised by a member of the faculty who is experienced in that field of activity.

The Phillipian, founded in 1878, is the school newspaper and publishes every Wednesday of the school year. Students on both the editorial and the business boards may obtain valuable experience, in writing and in business practice.

The Mirror, founded in 1854, is the undergraduate literary magazine, which appears twice a year, in the winter and spring terms. Positions on the literary, business, and photographic boards offer the profitable and interesting experience of working toward the publication of a magazine written solely by the students.

The Pot Pourri is the Academy yearbook, published after the end of each year. It contains pictures and personal information concerning all Seniors and non-returning Upper Middlers, group pictures of all school organizations, and many special features. The three boards, editorial, business, and art, offer excellent opportunities for the development of literary, business, or artistic talent. This book is the chief permanent record to which alumni turn for the record of their years at Andover.

The *Dramatic Society* is an organization for all students interested in acting, directing, stage design, scenery construction, lighting, and business managing. The major production each year is a Shakespeare play, or its equivalent, but where the schedule permits, modern plays, both dramatic and musical, are presented.

One of the most important groups within the Society is the *Stage Crew*. Carpenters, painters, shifters, electricians, and special effects men work together under a stage manager and a chief electrician. Their job is to build the sets and operate the staging for all the plays. Younger boys are encouraged to try out for the Stage Crew.

Another branch of the Society is the *Theatre Workshop,* whose intent is to offer further opportunities for students to participate in play readings, the production of one-act plays, and at least one full-length play each year. The organization particularly welcomes lower classmen. The Senior Class has a good chance to show its talent in the preparation of the Class-Day play. The best of these in the past have been full-length musical plays, written, produced, and directed by Seniors. The performance is on Class Day in June and is presented for parents and alumni. A final group of plays under the auspices of the Dramatic Society is that given in French, German, Latin, and Spanish, and directed by faculty members from the foreign language departments. The language plays are projects of *language-interest clubs* that feature, in addition, illustrated lectures, motion pictures from the country of their choice, and conversation. Often these groups meet around the dinner table.

Debating and school forums are held by *Philo,* properly the *Philomathean Society,* founded in 1825. Regular meetings, held bi-monthly in the faculty room, normally open to members only, provide forums for the discussion of local, national, and international issues. From time to time there are debates against visiting teams, which students may attend. Each year Philo sponsors a prize debating contest, and the organization has sponsored visiting lecturers and discussion leaders to stimulate interest in economic, social, and political problems. Some instruction in debating

technique, in public speaking, and in parliamentary procedure is offered.

Students interested in art may work in the studio of the Addison Gallery with the *Design Club.*

Model Airplane enthusiasts may enjoy their hobby on outlying fields. Available to members for building planes and storing their equipment is a room in the basement of Peabody House.

The *Camera Club* has a dark room in the basement of Graves Hall, where students may develop, enlarge, and print their own photographs. Depending upon interest, groups meet for the discussion of fine points in the art of photography.

The *Radio Club* not only has a room in the basement of Morse Hall where radio sets may be constructed and repaired, but at the radio shack it also has facilities for transmitting and receiving amateur broadcasts. Code and theory classes are held in response to need.

Students who wish to construct furniture, models, or special equipment enjoy the *Woodworking Club.* The shop is well supplied with hand and power tools.

The *Rifle Club,* a large and active organization, gives boys who are interested in indoor rifle shooting, particularly upper-classmen, an opportunity to fire for pleasure, for National Rifle Association awards, and in interscholastic competition. The range is in the basement of Pearson Hall. An auxiliary range for Juniors is located in the basement of Williams Hall.

Model Railroaders may meet in the basement of Paul Revere Hall, where a layout has been constructed.

The chemistry laboratory is open, on schedule and under supervision, to experimenters in chemistry or physics *(Science Club).* Astronomers will find both a reflecting and a refracting telescope on the campus. One of them is housed in an observatory *(Astronomy Club).* A group interested in tapes and records makes recordings of school events *(Audio Club).* Modest lapidary equipment is on hand for those boys who are interested in gems and minerals

(Minerals Club). Identification of minerals is another interest of this club. For the budding engineer, a 125 HP dynamometer with a Chevrolet engine on its jacks invites man-size experiments *(Mechanics Club)*. A supply of machinist's tools is available for the boy who is happiest in overalls.

Outings in search of Maine lobsters, the best ski trails, or another mountain to climb are the principal activity of the *Outing Club*. Canoeing, fishing, and rock climbing are also popular with the group.

The *Stamp Club* meets in the tower room of the Chapel. The club's program includes an annual prize exhibition. Philatelists are urged to bring their duplicate stamps and covers for trading.

The *Natural History Club* works in close cooperation with the Biology Department and the Cochran Bird Sanctuary. There are widely varied opportunities to study the animal and plant life of the region, both in the laboratory and in the field. Trips are taken to nearby points of interest. The club is licensed to carry on a bird-banding program.

The Phillips Society and its activities are based on an effort to see more clearly the needs and problems of people and to help meet those needs. Membership in the Phillips Society is open to any boy who wishes to participate in its program and activities.

The Phillips Society's interests are suggested by a list of some of its activities:

Receptions for new boys and for foreign students.
The raising of money for Red Cross, United Fund, the Salvation Army, the Grenfell Association, National Health Agencies, and other organizations and projects.
Conducting a program of forums, conferences, chapel talks, and discussion groups.
Collection of old clothes, books, and other articles for distribution to schools and hospitals.
Field trips to hospitals, factories, and recreation centers.
Sunday School teaching and deputation work in the churches in Andover and vicinity.

Among the extracurricular activities in the field of music are the *Marching Band* and the *Chorus* (combining both choir and glee club), which take part in many concerts as well as in an annual musical show. Other musical organizations are the *Orchestra,* the *Aces* (a dance band), and the *Eight-in-One Octet.* A well-stocked record library is located in the *Record Room* where recorded concerts are given from time to time.

ATHLETICS AND PHYSICAL EDUCATION

Athletics and physical education are important at Andover. The physical education, intramural, and interscholastic programs involve every student; participation is required. The objective is development by each boy of his physical capabilities and of such qualities as courage, self-confidence, self-discipline, and self-control.

Each new boy must take a swimming test; non-swimmers must take special instruction until they meet minimum standards of proficiency. During his Junior year, every boy takes two hours a week of physical education in addition to his regular afternoon program of athletics. The morning program of swimming, track, and gymnastics attempts to develop early in the boy's career the self-confidence and physical skills essential for successful participation in the more advanced phases of the program. Standards of performance are based on the individual's own physical capacity.

The intramural and interscholastic programs provide competition at all levels in seasonal sports. Outside games are scheduled with neighboring high schools, preparatory schools, and college freshmen. During the fall, the sports offered are football, soccer, gymnastics, rowing, cross country, and tennis; in the winter, basketball, swimming, hockey, wrestling, squash, track, skiing, and boxing; in the spring, baseball, tennis, golf, track, rowing, lacrosse, and life-saving.

The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports. The Medical Director's services, however, will be rendered and infirmary care provided without charge except for illnesses and accidents covered by the Andover Student Sickness and Accident Insurance Plan and by family insurance.

The Medical Director and the Athletic Department strongly advise parents to provide boys who wear glasses with shatter-proof lenses, not only to minimize danger of injury in athletics but also to avoid loss of study and reading time.

See page 33 regarding athletic equipment.

HEALTH SUPERVISION

Under the supervision of the Medical Director, every effort is made to improve each student's health, to prevent disease, and to diagnose and treat illnesses and injuries. Before school opens, every student is asked to have a general physical examination by his family physician as well as certain screening laboratory procedures, tetanus toxoid, typhoid-paratyphoid injections, smallpox vaccination, and Salk vaccine. His family is asked to answer questionnaires that may reveal significant symptoms or illnesses.

Immediately following the student's arrival at the Academy, a physical examination is done by the school physicians; complete dental and lung x-rays are taken, and careful ear and eye examinations are made. Tests for speech defects, reading speed, and language disability are completed. The full-time Medical Director and his associate, with the assistance of several consultants associated with the Medical Department and representing various fields, then correlate all information. By this means it may be possible to form an accurate estimate of the student's physical status and the ease with which he may be expected to adjust to the school environment.

The Isham Hospital is a fifty-five bed institution accredited by the Joint Commission on the Accreditation of Hospitals. The Isham Hospital has a modern x-ray department, a clinical laboratory and a full-time x-ray technician. A well-equipped physiotherapy unit is under the direction of a qualified physiotherapist. Graduate nurses are in residence throughout the school year. The Isham Hospital is equipped to care for most serious medical and surgical emergencies as well as many other diseases and conditions commonly encountered.

Illnesses and injuries are treated when feasible by the Medical Director or his associate. If highly specialized care is required,

local staff consultants and hospitals or Boston physicians and nationally known medical institutions are employed forthwith. Minor illnesses are reported to the parents by letter. Conditions that require treatment under general anesthesia or approach major proportions are reported by telephone to the student's family by the Medical Director as soon as a working diagnosis has been established.

The dental staff consists of three dentists representing the fields of dental surgery, general dentistry, and orthodontistry. There is a full-time dental hygienist. The fields of psychiatry and psychology are represented by a part-time psychiatrist and a full-time psychologist.

The Trustees' Hospital Committee meets with the Medical Director every three months to discuss policies of health and administration.

DAILY SCHEDULE

Chapel	7:50 A.M.
Recitation hours	8:12 A.M. to 12:50 P.M.
†Athletics	2:00 P.M. to 4:00 P.M.
*Recitation hours	4:13 P.M. to 6:00 P.M.
Evening study hours begin	8:00 P.M.
‡Sunday chapel service	11:00 A.M.

† The time for athletics varies with the team, the sport, and the season.
* Wednesday and Saturday afternoons are half-holidays.
‡ Vespers at 5:00 p.m. during the Winter Term.

WORK PROGRAM

The Phillips Academy work program, in which every boy takes part, has two objectives: to train boys to do useful work well and to reduce the operating costs of the Academy. Under the supervision of members of the faculty, the work program has become an essential part of the democratic life of the Academy.

The work program has three phases: (a) the daily care of dormitory rooms and corridors, under the direction of housemasters, (b) work in The Commons, to which all boarding students are assigned for two or three (non-consecutive) weeks dur-

ing the year, and (c) work on the grounds and in the school buildings under the supervision of members of the faculty.

GRADES AND REPORTS

Reports on the student's work are sent to the parents or guardian twice a term. Grades are based on the results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

Counselors' reports are sent to parents at least twice a year.

DISCIPLINE

Phillips Academy seeks to help boys develop certain desirable attitudes and habits so that they will be sound and healthy individuals and good citizens of their community. The Academy bases its disciplinary policy on the assumption that each boy will, at all times and places, conduct himself as a gentleman. The Academy tries to inculcate in a boy personal integrity, responsibility for his behavior, self-control, and a sense of individual purpose. It believes that discipline should foster clear, independent thinking, good judgment, and sound scholastic achievement. In each boy, from the beginning of his career in Andover, the Academy aims to cultivate a sense of just pride in his school and of responsibility to an orderly society. The school has made its rules in accordance with these principles.

The school expects boys to occupy themselves with their studies and other school work during all study hours. A student is expected to meet all fixed appointments, such as recitations, daily chapel or assembly, Sunday chapel, required athletics, and study hours. All appointments immediately preceding and following vacations and holidays the School considers especially important. Six unexcused absences in a term render a boy liable to discipline, as does an accumulation of demerits.

A student renders himself liable to dismissal if he is guilty of dishonesty, of gambling, of possessing or drinking alcoholic beverages, if without permission he is absent from school bounds or from his dormitory between 10 p.m. and 5 a.m., or if he is anywhere or at any time guilty of conduct unbecoming a gentleman.

Students may not possess, rent, or drive any motor vehicle within bounds, nor may they possess or use firearms or explosives of any sort, except as authorized under the rules of the Academy Rifle Club. Boys in the upper two classes may smoke at certain specified times and places. Only day students may use bicycles. Only Senior and Upper Middlers may have radios in their rooms; radios and television sets are available for the use of others in the common rooms of each class.

OUT-OF-TOWN EXCUSES

Students whose scholastic standing is satisfactory may with permission take two out-of-town excuses a term. Seniors are allowed five if they are passing all courses.

ROOM EQUIPMENT AND CLOTHING

The Academy provides each student with bed, mattress, pillow, bed linen, one blanket, chiffonier, desk-chair, and easy chair. In double rooms they are provided for each occupant.

All boys are required to wear coats and neckties to recitations, meals, chapel, and assembly. Various sport combinations, including clean khaki trousers, are permitted; but a suit with a white shirt and appropriate socks and shoes is required for Sunday church and other formal occasions. All wearing apparel and personal effects should be plainly marked with the student's name.

All *protective* athletic equipment is furnished by the Academy. All other athletic equipment must be supplied by the boy. He is urged to bring along whatever he already possesses, but *not* to purchase anything new before coming to school. Substantial savings can be made on purchases through the Athletic Department. A limited supply of athletic shoes is available on a loan basis for scholarship boys. Every student is required to own a pair of high quarter sneakers.

The Academy does not issue a detailed list of necessary equipment, but in addition to the above, the following are suggested:

Two or three extra blankets or the equivalent
Warm overcoat or jacket for the winter months
Overshoes and rubbers for the winter months.

The Academy is not responsible for the loss of a student's clothing or personal effects, either during term time or when stored over vacation.

COLLEGE MATRICULATION OF THE CLASS OF 1959

College	*No. of Students*	*College*	*No. of Students*
Amherst	2	Notre Dame	1
Boston University	3	Oberlin	1
Bowdoin	1	Ohio State University	1
Brown	12	Pennsylvania, University of	7
California, University of	1	Pomona	1
Carleton	1	Princeton	13
Colby	1	Rensselaer Polytechnic Institute	1
Colorado, University of	1	Rice Institute	1
Columbia	3	Southwestern (Memphis)	1
Cornell	8	Stanford	10
Dartmouth	5	Swarthmore	2
Denison	1	Trinity	3
Dickinson	1	Tufts	5
Duke	2	United States Naval Academy	2
Harvard	27	Virginia, University of	1
Haverford	1	Washington and Lee	2
Lawrence	1	Wesleyan	1
McGill	2	West Virginia Wesleyan	1
Massachusetts Institute of Tech.	3	Williams	6
Michigan, University of	4	Yale	52
New Bedford Institute of Tech.	1	Total	207
North Carolina, University of	14	Total Institutions	42

FINANCIAL

A large part of the Academy's operating income is from the investment of its endowment funds. These funds have made it possible for many years to charge an inclusive fee lower than the cost of a student's education and maintenance and, in addition, to make scholarships in varying amounts available to worthy and qualified students. Thus it can be said that all students, regardless of the fee paid or the scholarship earned, have benefited by the endowment funds.

Few patrons of the school in recent years have met the full cost of their sons' Andover education. The total cost to the Academy for each student in recent years has been approximately $3,500. Of this figure, $1,800 is met by the inclusive fee, leaving a considerable balance to be met by the income from invested funds, by gifts from alumni, and from other sources.

Tuition Charges

The tuition for boarding students is $1800; for day students (who must live in the Greater Lawrence area) $1000: one half payable on October 1, one fourth on January 1, and one fourth on April 1. Adjusted bills for scholarship students are payable on the same plan. An alternative to the above method of payment is offered, whereby tuition may be paid in ten equal monthly installments starting September 1 and ending June 1. A service charge of ten dollars is made for this accommodation. Each student, when assured of admission, is required to make a deposit of $50, which is credited on his first bill.

The tuition charge of $1800 covers instruction, board, room (including furniture, bed linen, and one blanket), physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and the authorized entertainments at George Washington Hall, including the Saturday evening motion pictures.

It does not include charges for tutoring, Language Training, special instruction in music or athletics, dental care, a medical fee of $11.00, medical insurance, personal laundry, textbooks, dues to school organizations, or breakage and damage to school property.

Bills for items not included in the regular school charge may be rendered at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Comptroller. Classroom privileges may be denied to students whose bills are not settled when due.

No rebate for the term in which he leaves will be made to a student who for any reason is dismissed or withdrawn.

The diploma of the Academy will not be awarded to a student whose school account is not paid in full by the date of graduation.

Breakage Deposit

Each student is required to make a deposit of $25 to cover breakage and other incidental obligations that may be incurred during the school year. The deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. The balance remaining after charges for breakage have been de-

ducted will be refunded after the close of the fiscal year, June 30, or credited on the first bill for the following year.

Student Health and Insurance Program

All ordinary illnesses and injuries under the classification of "home care" are treated at the Isham Hospital by the Medical Director and his staff and are covered by the required health fee of $11.00.

Parents are, however, responsible for the cost of medical services for the care of illnesses and conditions for which they would have been responsible had the student been treated by his family physician in his own home or hospital. The family sickness and accident insurance policy, or a personal policy of the Blue Cross-Blue Shield type covering the student, will meet most of such Isham Hospital care.

Additional cost to parents of the broad medical services necessary for the student is met by the Andover Student Sickness and Accident Insurance Plan, which provides coverage over the full twelve-month period, twenty-four hours a day, on campus and off. It pays up to $650 for each accident or illness that requires treatment by physicians or hospital admission *outside the school.* The cost is $14.00 for all students.

Parents are strongly advised to take advantage of this low-cost insurance plan even though the student has in force a personal sickness and accident policy, since the benefits of the Andover Student Sickness and Accident Insurance Plan are payable *in addition* to any benefits a student may obtain under any personal policy. Not infrequently the coverage from all policies is necessary to meet the total expenses of a protracted or involved illness.

The rates established for the Student Health Fee and the Andover Student Sickness and Accident Insurance Plan are for the school year 1960-1961 and are subject to change for the following year.

Extras

As a rough guide to parents in budgeting for the total expected expenses of each academic year, the following low-average approximations of extras are given.

Laundry (if done locally)	$25.00 to 90.00
Pressing and cleaning	15.00
Books and supplies	35.00
Dues, publications, and charitable contributions	15.00
Medical fee	11.00
Medical insurance (optional)	0 or 12.00
Breakage deposit (refundable)	0 to 25.00
Miscellaneous, including spending money	110.00
	$211.00 to 313.00

Spending Money

Parents or students may open an account at the Treasurer's Office for personal expenses during the school year. Students are urged not to keep large amounts of cash in their possession or in their rooms.

Scholarship Aid

Phillips Academy operates on the assumption that no boy should be deterred from applying for admission because his family is unable to pay the full cost of an Andover education. The Constitution of the Academy states, "This Seminary shall be ever equally open to youth of requisite qualifications from every quarter." With this principle in mind, the Admissions and Scholarship Committee selects each year from approximately fourteen hundred candidates the two hundred and fifty most promising and deserving boys, *regardless of their parents' ability to pay the full $1800 tuition.* The Academy calls this its "M. Q." or "Most Qualified" program. Thanks to the generosity of a large number of alumni and other friends, over $240,000 is available in 1961 to make the program possible.

Scholarships vary in amount according to the applicant's need, ranging from $100 to the full amount of $1800. In addition to the scholarship award, part of the cost of travel (within the continental limits of the United States) is borne by the school when a scholarship student lives more than about 400 miles from Andover. The travel allowance amounts to the cost of three round-trip railroad coach tickets, less $25 a trip. It is paid to the parent upon request after each trip.

The Committee requires the parents of all scholarship applicants to submit a complete report of their financial condition, which is kept confidential. All boys on the Scholarship List are expected to maintain academic records compatible with their ability and to show by their general record at Andover that they are aware of, and deserve, the opportunities that they enjoy.

Every scholarship boy is expected to perform some useful service for the school in partial return for the aid he has received. Accordingly, the Bureau of Self-Help exercises control over all student employment, such as campus concessions and work in the various departments of the school. The revenue anticipated from such work is included in the overall scholarship budget. Although the boy can, in addition, find odd jobs about the school that will help him with his pocket money, he should not expect to earn any significant sum.

Loans to help meet the annual charges may be arranged with the school treasurer, who has for this purpose a revolving fund, the gift of a generous benefactor. Such loans are repayable before graduation.

A wide range of prizes is open for competition. A complete description of each prize, together with the names of last year's winners appears on pages 74 to 82.

Summer Session

The twentieth annual Andover Summer Session will open on Tuesday, June 27, 1961, and will close on Wednesday, August 9. Instituted in 1942 to provide an opportunity for acceleration for boys about to enter the Services, the Summer Session has been continued, largely because of its proved value in familiarizing students assured of September admission with the relatively rigorous Andover program. The Session has been useful also in enabling some new boys to make up previous deficiencies, thus often saving them the loss of a full year. Boys who are not candidates for entrance in the fall are also eligible for admission. In 1960 the basic concept of the Summer Session was changed in an effort to encourage able, highly motivated boys of high-school age to move ahead in areas of study in which they are particularly interested. With the exception of the pre-ninth grade students, who study

English and mathematics, all boys take one major, 12-hour-a-week course in the subject of their choice, in addition to a required minor, six-hour-a-week course in English composition. Under this new plan no credit for any course is offered. The Session is not recommended for boys who need remedial or make-up work. The Summer Session publishes its own catalogue, which may be obtained by writing to the Director of the Summer Session, Andover, Massachusetts.

ADMISSIONS

GENERAL POLICY

THE BASIC requirements for admission to Phillips Academy are evidence of sound character and *a strong school record*. Other considerations are personality, breadth of interest, geographical distribution, date of application, and performance on the Secondary School Admission Tests (see page 42). Because the Academy receives applications from many more qualified boys than it can admit, it must make selections on a competitive basis, with particular emphasis on character, personal qualifications, and promise.

The closing date for receiving applications varies from year to year. In 1960 it was February 26. Strong priority is given to those candidates who complete the full admissions procedure by January 1. It is *particularly* important to take the December 10, 1960 administration of the Secondary School Admission Tests.

Boys are admitted annually to each of the four classes. However, those who enter either the Junior (9th) or Lower Middle (10th) class normally adjust more easily and derive more benefit from the total life of the school, and they are more likely to assume positions of leadership and responsibility than are boys who come for only one or two years. A limited number of postgraduates are admitted each year. They are treated in every way as regular members of the Senior Class.

Scholarship Aid

The scholarship program is described on page 37.

PROCEDURE IN APPLYING

Application Forms

In applying for admission to the Academy, the parent or guardian should submit the Preliminary Application Form at the back of this catalogue.

A fee of $10.00 is required of all candidates. A check or money order, payable to the Trustees of Phillips Academy, should accompany the application. The fee is not returnable.

On December 1st before the September of proposed admission, a *final* application form is sent to each parent or guardian who has filed a preliminary application. After completion of the first part by the parent or guardian, the application should be submitted to the principal of the school being attended by the applicant, with the request that it be completed *entirely* and returned directly to the Phillips Academy Admissions Office as soon as possible. Since applications received after January 1 do not receive the highest priority, parents must be sure that the school *does* forward the application promptly.

Personal Interview

It is highly desirable, though not absolutely required, for boys to visit one of the interviewing officers at the Academy, or one of the alumni representatives listed on pages 89-94. In either case appointments should be made in advance, preferably by telephone when the distance is not great. Attention is called to the Academy office hours listed on page 16. Appointments with an alumnus should be made directly with the man himself, not through the Academy office.

Letters of Recommendation

Along with the final application blank, three Confidential Recommendation Forms will be sent to the parent or guardian. One of these should be given to the boy's *current* English teacher, the second to another *current* teacher (not the principal, who completes the application form), and the third to some person who meets the boy frequently in a non-academic capacity, *e.g.*, camp counselor, scoutmaster, minister, coach, employer. When completed, the confidential recommendations should be returned *by the writers* directly to the Admissions Office in stamped, addressed envelopes supplied by the candidate.

Additional reference letters from any source are welcome, but are not required.

Student Questionnaire

Each applicant is asked to complete a detailed questionnaire supplied with the final application form. He will be given the opportunity to enumerate the group (and individual) activities in which

he has taken part. Among other things, he will be asked to state briefly why he wishes to attend Andover, and to describe his reading and study habits. He should not receive any help in meeting this requirement. The questionnaire should be sent promptly to the Admissions Office, but separately from the final application form.

Admission Tests

Candidates for the Senior Class must take the College Board Scholastic Aptitude Test, preferably the current December or January series, and request the College Board in writing to send Phillips Academy the results of *all* Board tests taken.

All other applicants are required to take the Secondary School Admission Tests in the year of candidacy, regardless of whether or not they have taken them previously. For 1961, the tests will be administered by the Educational Testing Service at centers all over the world on Saturday, December 10, 1960. The tests are given also on February 11 and April 8, 1961, but the Academy can hold out little hope of providing room for boys who take them in February, and no hope at all for those who wait until April. The February and April dates can be used to provide a "trial run" for 1962 candidates.

Each applicant must complete a special form (supplied with the "Bulletin of Information for Candidates") and be sure that it reaches the Educational Testing Service by the deadline dates listed in the Bulletin. The cost is $6.50 payable to the Educational Testing Service. A "Bulletin of Information for Candidates" will be sent to all 1961 candidates who have filed the Preliminary Application Form. Other applicants may obtain them by writing to Secondary School Admission Tests, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey.

Special preparation or tutoring for the admission tests is neither necessary nor advisable. Sample tests are not available, but the "Bulletin of Information for Candidates" contains a few typical questions.

Action and Deposit

By agreement with a number of schools, no boy will receive official notice of admission earlier than February 1, and no parent

will be *required* to confirm the admission, by deposit or otherwise, before March 15. However, as soon as a boy hears favorably from his first choice school, he is *strongly* requested to notify *immediately* that school and all others to which he has applied. This action will enable schools to release more letters of admission to waiting candidates.

Phillips Academy candidates for 1961 may expect notification of action on completed applications as soon as possible after February 1 and in all cases before March 15. Successful candidates who decide to accept their admission are required to pay a nonreturnable deposit of $50.00 (to be credited on the first school bill).

It should be understood that admission is contingent upon maintenance of a thoroughly satisfactory school record in every respect.

Placement Examinations

Applicants who have been admitted to the Academy, and who have thereafter paid the required deposit, will write subject-matter placement examinations on or about Friday, May 19. The Admissions Office may exempt boys with outstanding records and Secondary School Admission Test results from all or part of this requirement. Those who do not live within commuting distance of Andover may write examinations at their local schools. Boys attending independent schools that belong to the Independent Schools Education Board and use its papers as regular final examinations may substitute them for the Academy's placement examinations.

Failure to perform creditably on the placement examinations (or final Independent Schools Education Board papers substituted for them) may necessitate attendance at the Andover Summer Session for Junior (9th grade) candidates, and either Summer Session attendance or loss of a year for candidates for the three upper classes.

Preparation for the Placement Examinations

While no special preparation for the *admission tests* is expected, outside study or tutorial assistance in anticipation of the *placement examinations* will usually be helpful. Sample placement exami-

nations are supplied without charge by the Admissions Office upon receipt of a request that includes a statement of the subjects studied in the year just prior to admission. Each sample examination lists the topics to be covered in preparation for the examination.

As a further aid to candidates for placement in the two lower classes, and to those upper class candidates who are currently studying the first year of Latin, French, or Spanish, the Independent Schools Education Board, 186 Center Street, Milton 86, Massachusetts, publishes each year, for $1.25 postpaid, a pamphlet entitled "*Definition of the Requirements for 19—.*" The pamphlet contains detailed subject-matter requirements in English, Mathematics, Latin, French, and Spanish for use in grades six through nine. The standards parallel closely those of Andover. The previous year's examinations in each subject at each level are included.

The proper use of the Independent Schools Education Board pamphlet should enable parents to determine well in advance whether their boys are receiving adequate preparation for the Academy. Please note that Phillips Academy does not expect the study of a foreign language in grades six through eight.

Room Assignment and Matriculation Notices

Rooms are assigned to incoming students in early August, *in the order in which their admission applications are filed.* A notice regarding the opening appointments of the school year, together with various required forms, is sent in August to the parents or guardians of all successful applicants.

Parents are referred to the section on Health Supervision (pages 30 and 31 for the Academy's regulations regarding immunization against certain infectious diseases.

PLACEMENT REQUIREMENTS FOR EACH CLASS

The examinations ordinarily required for entrance to the four classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed. All boys will write a diagnostic spelling test.

Junior Class

Boys of good scholastic ability and achievement should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Attainment in their studies will be estimated from placement examinations in English* and mathematics.* Normally the mathematics examination will cover arithmetic only (entrance to Mathematics 1B*) but an eighth grade boy whose course consists primarily of algebra should write instead the paper for entrance to Mathematics 1A*, covering both arithmetic and algebra through simultaneous linear equations.

Some acquaintance with a foreign language is helpful, although not essential. Boys who are currently studying one* should write the appropriate placement examination.

Lower Middle Class

For entrance to the regular work of the Lower Middle year, placement examinations are required in algebra,* in English,* and in foreign languages* currently being studied. The work is described on pages 51-73. *In most instances the courses offered at Phillips Academy in the Junior year (ninth grade) cover considerably more ground than those given elsewhere at the same level. For this reason applicants are advised to note carefully the description of the Academy's Junior courses, and the sample examinations for entrance to English 2, Mathematics 2, and the second year of the appropriate foreign language, which will be sent upon request without charge. Extra preparation may be advisable.* Credit for the History and Science of the Junior year may be granted on the school record without examination.

Upper Middle and Senior Classes

Successful candidates for the Upper Middle and Senior Classes will write the Academy's placement examination for entrance to English 3 or English 4. Placement examinations for entrance to the second- and third-year levels of a foreign language will be required of candidates planning to continue the language at

* Instead of its own placement examinations, the Academy accepts certain examinations of the Independent Schools Education Board for candidates from those independent schools that make use of the Board's papers at the end of the school year.

the Academy. Examinations in other subjects may be required, depending on the courses taken and the quality of the applicant's record. Candidates must secure credits, by examination or certification, that cover the work of the Academy's lower years. Candidates who have taken or who expect to take College Boards should request the Board in writing to send the results to the Phillips Academy Admissions Office.

Postgraduate Students

A limited number of well qualified secondary-school graduates are admitted each year. They must take the College Board Scholastic Aptitude Test, preferably the current December or January series, and request the College Board in writing to send Phillips Academy the results of all Board tests taken.

COURSE OF STUDY

THE CURRICULUM of Phillips Academy combines a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. The total program normally includes four years of English, three years of mathematics, three years of one foreign language, a year of American history, a year of a laboratory science, one course in art or music, one course in the Bible, and four or five additional courses. Instruction is given in all subjects required for entrance to higher institutions, whether liberal arts or technical.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their attainment. Honors and advanced courses offer particularly able and well-prepared students opportunity to progress at a rate commensurate with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should have credit for the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

Every boy is assigned to a Class Officer, who advises in the selection of courses designed to meet Andover's diploma requirements, college entrance requirements, and the student's particular interests. The Class Officer also recommends such subsequent changes as are necessary or advantageous. It is highly desirable that, before conference with the Class Officer, students and parents acquaint themselves as fully as possible with the Academy's basic requirements and with the possibilities of its flexible program. Also, all applicants, and especially those for the Upper Middle and Senior classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

Two additional descriptions of the Andover curriculum; namely, "Planning a Program of Studies at Andover" and "The Andover Honors Program," are available upon request.

See pages 51-73 for descriptions of all courses.

DIPLOMA REQUIREMENTS

The diploma requirements for students entering Phillips Academy for the full four years are indicated below. Certain modifications are permitted for boys entering after the Junior year (9th grade). The Admissions Office will welcome inquiries concerning specific requirements for such boys.

4 units of English
3 units of mathematics
3 units of one foreign language, either ancient or modern
1 unit of history, normally American
1 unit of laboratory science
* ½ unit of ancient history in the Junior year
* ½ unit of elementary science in the Junior year
3 units of elective courses
Bible in the Lower Middle year
Art or Music in the Upper Middle year
An elective minor in the Senior year

In addition, candidates must pass all courses in their Senior year even though they may be ahead in units.

Qualified boys are allowed to substitute a fifth major course for Bible, Art or Music, and the Senior minor elective.

* Qualified boys may take a second foreign language in place of these two minor courses.

THE NORMAL FOUR-YEAR PROGRAM

Junior Year (9th grade)	*Periods a week*
English 1	5
Mathematics 1	5
Foreign Language 1	5
History 1	3
(or a second foreign language replacing History and Elementary Science)	
Elementary Science	3
Total	21

Lower Middle Year (10th grade)	*Periods a week*
English 2	4
Mathematics 2	4
Foreign Language 2	5
*Elective (major)	4 or 5
Bible 1	2
Total	19–20

Upper Middle Year (11th grade)	
English 3	4
Mathematics 3	5
Foreign Language 3	4
*Elective (major)	4 or 5
Art or Music	2
Total	19–20

Senior Year (12th grade)	
English 4	4
History 4 (American)	5
*Elective (major)	4 or 5
*Elective (major)	4 or 5
Elective (minor)	2
Total	19–21

Elective Majors

English 5, 5c
Greek 1, 2, 3
Latin 1, 2, 3, 4, 5
French 1, 2, 3, 4, 5
German 1, 2, 3, 4, 5
Spanish 1, 2, 3, 4, 5
Russian 1, 2, 3
Biology
†Chemistry
†Physics
†Mathematics 4
†Mathematics 5
Mathematics 6
†Art Major
†Music Major
†Religion
†History 3
‡History 2

No credit is given for less than a two-year sequence in any foreign language.

* One elective major in three upper years must be a laboratory science. If a second foreign language was begun in the Junior Year, the elective in the Lower Middle Year must be the second year of that language.

† Normally for Upper Middlers and Seniors only.

‡ Not permitted after the Lower Middle year.

Elective Minors (ordinarily for Seniors only)

Greek
Latin
French
German
Spanish
Russian 3
Anthropology
Chemistry S
Physics S
Biology S
Orchestra
Chorus
Concert Band
Harmony
Instrumental Lessons
Music Appreciation
Trigonometry
Mechanical Drawing
Navigation
Bible 2
Contemporary Affairs
Philosophy
Public Speaking
Social Problems
Studio Art
Advanced Art

Special Courses

Special courses designed to cover the work of two years in one are open to properly qualified Juniors in mathematics, French, and Latin; and, to Seniors, in German, Greek, Russian, and Spanish.

Honors Courses and Advanced Placement

The Andover curriculum offers honors courses in most departments. It also provides special programs in mathematics, Latin, and the modern foreign languages, designed to cover four years' work in three or five years' work in four, and a two-year honors sequence in the physical sciences. The honors programs are open, on invitation of the departments, to especially able and ambitious students.

A large number of Andover seniors take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit towards the college degree.

DESCRIPTION OF COURSES

ANTHROPOLOGY (See *Science*)

ART

The courses in Art are organized to develop the visual perceptions of all students—not only of the "talented few" possessing special interests. The basic course is normally taken by a boy in his Upper Middle year, who thus will have the opportunity in his Senior year to pursue his interests in an elective course. Reading assignments, illustrated lectures and original works of art displayed in the Addison Gallery complement the experience of class and studio.

Introduction to Art. Two hours. During the year 1960–61, either Introduction to Art or Studio Art (see below) may be taken to satisfy the diploma requirement previously including both Art and Music. The purpose of Introduction to Art is to provide a basis for making reasoned judgments in the visual field. The student is presented with facts relating to the structure and design of architecture, painting, sculpture, and, to a lesser degree, the decorative arts. By analyzing certain monuments, the student discovers how the style of each is related to the age in which it develops. Finally, he is shown how to use his own judgment about the monuments. Whenever possible, collections and exhibitions in the Addison Gallery are used for illustration. Seniors at the Academy for one year only may take the course as an elective.

Studio Art. Two hours. An alternative to Introduction to Art, but presented in more practical terms. In its emphasis on observation, interpretation, and organization, it is designed to supply the basis for a critical understanding of contemporary surroundings. Four hours of class work count for two hours credit, with no outside preparation required. Along with continuous drawing exercises and a brief historical survey, the student receives in successive terms two hours a week of experience in photography and three-dimensional construction. Previous experience is not required for the course.

Advanced Art. Two hours. A sequel to Studio Art. Advanced Art allows the student to continue individual work in painting or sculpture. Four hours studio work counts for two hours credit, with no outside preparation required.

Art Major. Four hours. An advanced course in the visual arts offered as an elective to students who have taken either the introductory course or a studio course. It combines studio work and discussion. The primary purpose is to relate the history of American Art (by means of

frequent reference to the Addison Gallery Collection) to the senior course in American History. Work in the studio is intended to develop an aesthetic and imaginative sensitivity that will complement the intellectual emphasis of the classroom discussion.

BIOLOGY (See *Science*)

CHEMISTRY (See *Science*)

THE CLASSICS

The courses in Greek and Latin are arranged to provide a four-year course in Greek and a five-year course in Latin. The Department hopes that a number of boys with Classical interests will elect four years of one language and three of the other. However, the pressure of modern times must make it advisable for most boys to take one ancient and one modern language. Such boys may elect either Greek or Latin in their first year. Those planning on a general education, on the advanced study of Romance languages, or on entering the Law, will naturally prefer Latin; but boys interested in literature, archaeology, philosophy, or medicine, might well choose Greek as their ancient language. It is no more difficult than Latin as a first language.

Greek

GREEK 1. Five hours. The course is devoted mainly to forms and the most essential principles of syntax. Chase and Phillips' *A New Introduction to Greek* (Harvard University Press) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek reader, or from the initial chapters of Xenophon's *Anabasis*.

GREEK 1-2. Five hours. The course is open to properly qualified Seniors and Upper Middlers. It covers in one year the essential material of Greek 1 and Greek 2. The texts are Chase and Phillips' *A New Introduction to Greek* and Xenophon's *Anabasis*.

GREEK 2. Five hours. The second year is occupied with selections from Xenophon's works and with some easy dialogue of Plato. Prose composition in Attic Greek is studied, the grammar is reviewed, and there is much work in sight translation.

GREEK 3. Four hours. The third year is spent mainly in reading selected books of the *Iliad* and the *Odyssey*. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read.

GREEK 4. Four hours. The fall term is devoted to selections from Herodotus, Hippocrates, and Plato, the winter to a play of Sophocles, the spring to selections from the Greek lyric poets.

GREEK T. Two hours. A Senior elective that studies the Greek Old and New Testaments.

GREEK COMPOSITION. See notice under *Latin Composition.*

Latin

LATIN 1. Five hours. The year is spent in learning the basic forms and syntax of the language and a fundamental vocabulary. There is constant practice in sight reading and in prose composition of simple sentences. The purpose of the course is to prepare boys for general reading in Latin prose, not solely in Caesar. The text is *A New Introduction to Latin,* by Alston H. Chase.

LATIN 1-2. Five hours. Boys who are not ready for Latin 2, but who make a high grade on the Advanced Latin I Entrance Examination, may be placed in Latin 1-2 and thus given opportunity to complete two years of work in one. Those who pass the course successfully are given credit for two years of Latin. The course is reserved for boys who give evidence of high ability.

LATIN 2. Five hours. During the first term, the course gives a thorough review of the fundamentals of Latin grammar and begins the reading of Caesar. In the last two terms, more Caesar is read, but the reading will be varied by selections from other Latin prose authors and from simple poetry. There will be practice in sight translation and in prose composition. The text is *An Intermediate Latin Reader,* by William J. Buehner.

LATIN 3. Four hours. The course has a threefold purpose. Linguistically, it teaches students to read Latin prose with increasing ease. Historically, it presents a picture of Cicero's life and times and compares his period with our own. Culturally, it assesses the literary importance of Cicero as the creator of a prose style which influenced the literature of Europe for centuries. Representative selections are read from the writings of Cicero as well as passages from other prose authors. There is constant practice in sight translation. In the last weeks of the year, selections from Ovid, Vergil, or one of the Comedies may be read.

Students who have done high honor work in Latin 2 and who intend to take only three years of the subject are allowed to choose either Cicero or Vergil for their third-year Latin.

LATIN 4. Four hours. By a study of selections from the *Aeneid* and from other Latin poetry, the course attempts to introduce students to both the forms and the content of classical poetry and to make plain its influence upon the poetry of the modern languages. The student is given

constant practice in reading Latin verse aloud. The poems are studied as literature and not merely as exercises in translation.

Latin H. Two hours. Reading and discussion of the *Odes* of Horace, with special attention to the literary artistry of the poems, to their sources in the Greek Lyrics, and their influence upon modern poetry. Open to properly qualified students who have passed Latin 3.

Latin S. Two hours. This course, less demanding than Latin H, is designed for boys who have completed Latin 3 and desire to keep in contact with the language through a minor course. The reading is chosen from the First Book of Livy's *Histories,* the poems of Catullus, and the *Menaechmi* of Plautus.

Latin 5. Four hours. Open to students who have passed Latin 4 or who otherwise satisfy the Chairman of the Department of their fitness. The course is the equivalent of the customary Freshman Latin course in most colleges. In the first term, selections from Livy's *Histories* will be read and the reading of selections from Catullus and Horace's *Odes* will be begun, to be carried on through the second term. In the winter, two Roman comedies will be read; and, in the spring, selections from Tacitus' *Annals.*

Accelerated Courses. Students of high ability and ambition will, at the end of the first term of Latin 1, be offered the opportunity to join an accelerated section, Latin 1X. They will continue in Latin 2X, and proceed in their third year into Latin 4, thus gaining credit for four years of Latin in three years. Boys who drop out at the conclusion of Latin 2 X will obtain credit for only two years of Latin.

Latin Composition. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition in either Latin or Greek.

ENGLISH

The courses in English aim to teach students to think logically, to speak and write clearly, to read with comprehension and appreciation, and to develop discrimination and taste in the judgment of books.

Courses at all levels include frequent practice in speaking and writing, close reading, sustained attention to problems of syntax and rhetoric, the study and discussion in class of the chief literary types, and wide collateral reading.

Sections vary in size from ten to fifteen. After the Junior year particularly able boys are assigned to honors sections and encouraged to develop their special literary aptitudes. Classroom teaching is supplemented in each year by conferences with individual students.

In addition to assigned reading, students do collateral reading which is guided by the English teacher. In each course students are encouraged to do original writing of story, poem, and essay. The Department sponsors a series of prize competitions to stimulate interest in original writing.

There are two elective courses for those students who have completed four years of English, one a course in composition, the other a course in American literature.

ENGLISH 1. Five hours. The work of the course includes (1) a review of grammar, drill in spelling and punctuation; (2) the study in class of selected short stories, a novel, a play, selected essays, selected narrative and lyric poems; (3) composition, beginning with a study of paragraphs and proceeding to the writing of simple expository, narrative and descriptive themes; (4) instruction and drill in the rudiments and techniques of oral expression.

A departmental examination is given at the end of each term. Representative texts are *Story Essay*, edited by McClay and Judson (Holt), *Julius Caesar, A Tale of Two Cities, Great Expectations, Alice in Wonderland, Pilgrim's Progress, Aesop's Fables, Looking Glass Book of Verse.*

ENGLISH 2. Four hours. The work of the course includes (1) a review of grammar, drill in spelling and punctuation; (2) a study of syntax; (3) elementary study of rhetoric; (4) practice in close-reading; (5) composition, chiefly exposition and the personal essay; (6) the reading and discussion of literature: the short story, the novel, drama, poetry, and the familiar essay.

A departmental examination is given at the end of each term. Representative texts are *Harbrace College Handbook* (Harcourt, Brace), *Great Short Stories*, edited by Schramm, *Babbitt, Henry IV (Part I), Wuthering Heights, Idylls of the King*, and *Sound and Sense*, edited by Laurence Perrine.

ENGLISH 3. Four hours. The class hours are divided between the study of literature and composition. Fiction, drama, the essay, poetry, and biography are examined in classical and modern texts, with particular emphasis upon explication. Homer's *Odyssey* is read by all sections.

There are frequent themes and class papers, and special attention is given to practical problems of syntax and rhetoric.

Representative texts are *Far from the Madding Crowd, Victory, Gulliver's Travels, Ethan Frome*, Peterson's *Notes on The Odyssey;* plays of Shakespeare, Sheridan, Shaw, O'Neill, Wilder; Williams' *The Pocket Book of Modern Verse*, Untermeyer's *A Concise Treasury of Great Poems.*

ENGLISH 4. Four hours. The course gives training on an advanced level (1) in the reading and discussion of literature, chiefly English and American; (2) in close reading of selected passages of prose and poetry; (3) in logical thinking; (4) in composition and rhetoric. The course seeks to stimulate active and thoughtful class discussion of the assigned

reading, to establish criteria for judging books, and to develop literary taste. There is continuing practice in writing, including critical essays, term papers, and original work.

Representative texts are Homer's *Iliad,* Hardy's *The Return of the Native,* Hawthorne's *The Scarlet Letter,* Hemingway's *A Farewell to Arms,* Fitzgerald's *The Great Gatsby,* Conrad's *The Nigger of the 'Narcissus',* Sophocles' *Oedipus the King* and *Antigone,* Ibsen's *Ghosts,* Shakespeare's *Hamlet, Othello,* and *King Lear,* Shaw's *Saint Joan* and *Caesar* and *Cleopatra,* Thoreau's *Walden,* Dean's *Essays* (Harcourt, Brace), Williams' *A Little Treasury of Modern Poetry* (Scribner), Untermeyer's *The Book of Living Verse.*

ENGLISH 5. Four hours. An elective course in American Literature open to students who have successfully completed four years of secondary-school English or who have otherwise demonstrated ability to do advanced work in English. The anthology for class use is *A College Book of American Literature,* edited by Ellis, Pound, Spohn, and Hoffman (American Book Co.).

ENGLISH 5C. Four hours. An elective course open to students who have successfully completed four years of secondary-school English but who desire further training in composition. Extensive writing of both outside and class papers is the main business of the course. Much of the writing is based on a study of models in Haines's *Problems in Prose.* In addition there is both extensive and intensive reading within one literary period—Romantic, Victorian, or Modern.

FRENCH (See *Modern Foreign Languages*)

GERMAN (See *Modern Foreign Languages*)

GREEK (See *The Classics*)

HISTORY

The courses in history have two purposes. They are arranged to provide information in company with other subjects; they are developed consecutively to give increasing experience in precision of thinking and to train students in the logical expression of what they know. During the first year the system of courses defers to the immaturity of students, stressing the narrative and the topical approach; it becomes increasingly mature and analytical during succeeding years.

HISTORY 1. MAN'S ENVIRONMENT AND EXPERIENCES. Three hours. The course is designed to provide Juniors with a series of stimulating

examples of man's development and culture. The focal point is man's experiences and ability to adapt circumstances to his needs, to work with others for common purposes. With this objective, the course shows man in several environments: Man and the Land—Geography; Man's Entrance into History—the River Civilizations; Man Makes a Living—Economics; Man Organizes with Others—Government and Law; Man Tries to Understand the Unknown—Religion; Man and Culture—Literature and the Arts; Man Utilizes Nature—Science.

The appropriate contributions of ancient civilizations will usually be the starting point of each topic, which will be carried through to modern times. By this technique the boy will be able to relate his work to some degree to his own experiences. Members of other departments will collaborate to offer expert material in their several fields. Lectures on aspects of specific topics will occasionally be given to prepare the boy for later work in this method.

Each topic will be approached through textual and supplementary readings, class discussions, and training in essay writing. Illustrative material—films, slides, projects produced by the students—will be used wherever possible. Students will be encouraged to pursue their special historical interests through reports, papers, and projects.

Text: Boak, Slosson, Anderson, Bartlett, *History of Our World* (Houghton Mifflin). Supplementary Books (all available in paperback or inexpensive cloth editions): J. M. Mogey, *Study of Geography* (Oxford); H. W. van Loon, *Story of Mankind* (Pocket); P. L. Ralph, *Story of Our Civilization* (Everyman); L. Cottrell, *The Anvil of Civilization* (Mentor); A. R. Burn, *Pericles and Athens* (English Universities); H. Smith, *The Religions of Man* (Mentor).

History 2. Men and Great Issues of History. Four hours. The course for Lower Middlers will be a study of outstanding people and significant events in the history of Europe. A textbook will be used as background material, with usually a week's textual assignment followed by a one-week or two-week assignment of a biography or an important historical event. The course will illustrate the *interplay* of people upon their times, and the influence of events upon a country or a period of history. The biographies and events will cover such topics as: Joan of Arc and the Recovery of France; Henry V of England and Nationalism; Lorenzo de' Medici and the Renaissance; Elizabeth and the Great Armada; Peter the Great and the Emergence of Russia; Robespierre and the French Revolution; Napoleon and the French Empire; the Battle of Trafalgar; Hitler and Dictatorship; Ghandi and his Influence; Outstanding Scientists and their Discoveries.

Where available, films will be used to illustrate men and their times. Members of other departments will offer lectures in their special fields. Periodically students will be expected to write papers on special topics of their particular interest.

Texts: To be announced.

History 3. Modern Europe. Four hours. This course for Upper Middlers will be a background survey from 1500 A.D. to the end of the 17th century, and an intensive study of events and periods from the French Revolution to the present day. The course will be chronological and will deal in particular with significant issues: The Development of Absolutism and Constitutionalism; Problems of the Balance of Power; the French Revolution and the Napoleonic Empire; Revolution as an Historical Process; Rise of the Middle Class; the Challenge of Socialism and Marxism; Imperialism of the 19th Century; the Germany of Bismarck; the Diplomacy of World War I and the Peace Settlement; the Russian Revolution and the Soviet Union; the Dictatorship and Politics of Fascist Italy and Nazi Germany; World War II and the Search for Security; the Cold War; Issues of Foreign Policy of the United States and the Soviet Union.

Qualified students will be prepared for the Advanced Placement examination in European History.

Texts: Palmer & Colton, *A History of the Modern World* (Knopf); Goldwin Smith, *A History of England* (Scribner); Hall & Davis, *The Course of Europe Since Waterloo* (Appleton-Century); Black & Helmreich, *Twentieth Century Europe* (Knopf). Readings: E. Weber, *The Western Tradition* (Heath).

History 4. The United States. Five hours. The course opens with the American Revolution and proceeds through the transition from Confederation into Federal Union, from conflict and division to reunion, and the growth of the United States as a world power. It closes with events of the present time. It surveys the westward movement, the plantation system, the development of industry, the labor movement, and the foreign policy of the American government.

Although public affairs are the central theme, stress is placed upon geographical, economic, social, and governmental problems; the careers of eminent men are examined in relation to these problems. Much attention is given to historical decisions of the Supreme Court. Matters of literary, intellectual, religious, and philosophical import are indicated but not stressed. Students with an average of 75% or better may with permission elect to write a winter term paper in lieu of the winter term final examination.

Texts and reference works:

General: Morrison and Commanger, *The Growth of the American Republic*; Randall, *The Civil War and Reconstruction*; Hacker and Kendrick, *The United States Since 1865*; Mitchell and Mitchell, *American Economic History*; Amherst Series.

Source Books: Commanger, *Documents of American History*; MacDonald, *Documentary Source Book of American History*; Evans, *Cases on American Constitutional Law* (Fenwick Edition).

Special Histories Cited Frequently Throughout the Syllabus: Bailey, *A Diplomatic History of the American People*; Bemis, *A Diplomatic History of the United States*; Bartlett, *The Record of American Diplomacy*; Swisher, *American Constitutional Development*; Kelly and Harbison, *The American Constitution*; McLaughlin, *A Constitutional History of the United States*; J. W. Pratt, *History of U. S. Foreign Policy*; D. Brogan, *Era of Franklin D. Roosevelt*; H. U. Faulkner, *From Versailles to the New Deal.*

Special Historical Works Cited at Appropriate Places in the Syllabus: The Bassett, Turner, McDonald and Dunning volumes of the older *American Nation Series*; Nettles, *The Roots of American Civilization*; Miller, *The Origins of the American Revolution*; Corwin, *John Marshall and the Constitution*; Nevins, *Ordeals of Union* (2 vols.); Nevins, *Emergence of Lincoln* (2 vols.); Pringle, *Theodore Roosevelt*; Allen, *Lords of Creation*; Corwin, *The Constitution and What It Means Today*; Mason & Leach, *In Quest of Freedom*; R. Hofstadter, *American Political Tradition.*

History 5. Politics of International Relations. Two hours. An elective course for Seniors. The emphasis will be upon the politics of 20th-century nations and their effects upon United States foreign policy and international relations. The course is organized to introduce students to the many factors affecting Great Power politics, and to demonstrate the causal relationships in modern international events: the Fundamentals of International Relations; Power Politics; National Interests and Objectives; Geography and World Politics; Economics and World Politics; Significant Nations and Areas; Modern Europe; the Soviet Union; China; Emerging Africa; United States foreign policy, its making and execution, development since 1945, the factors influencing it.

Readings will be in such sources as: *Rockefeller Reports,* "International Security—the Military Aspect," "Mid-Century Challenge to U.S. Foreign Policy" (Doubleday); R. C. Macridis (ed.), *Foreign Policy in World Politics* (Prentice-Hall); George F. Kennan, *Russia, The Atom and the West* (Harper); Raymond Aron, *Century of Total War* (Beacon); R. Strausz-Hupe, *Protracted Conflict* (Harper); A. Boyd, *Atlas of World Affairs* (Methuen).

History 6. An Introduction To The Far East. Two hours. Beginning with the academic year 1961-62, the department will offer a minor elective in Far Eastern History open to Upper Middlers and Seniors. A course outline and list of proposed texts will be made available to members of the two classes prior to tentative course selections in February of 1961.

LATIN (See *The Classics*)

MATHEMATICS

The courses in mathematics have two purposes. First, an attempt is made at each level to give the student an appreciation of the mathematical structure and thus of the essential aesthetic quality of the mathematical field he is working in. The teacher also tries to give him an idea of the way in which mathematical concepts grow, by repeated abstraction and generalization, from the physical phenomena with which he is familiar. Thus, in the first two years of algebra the study of the natural numbers of arithmetic leads into the study of the integers, the rational numbers, the irrational numbers, and an introduction to the real and the complex numbers. A basic concern with the relations and functions of these numbers paves the way for a systematic study in the senior year of polynomial, exponential, logarithmic and trigonometric functions. Meanwhile, however, a study of the postulates and theorems that control the operations on these numbers prepares the way for the careful study of synthetic geometry, which is the main part of the third year program. The interrelationships of the various disciplines of mathematics are illustrated by constant work with analytic geometry, beginning in an elementary fashion in the first year. The study of elementary continuous functions in the first half of the senior year is complemented by later work in the mathematics of finite and discrete phenomena, as illustrated in elementary probability and some of its applications to statistics.

Completion of this program in either three or four years may prepare a boy conceptually for the calculus; but, of course, he cannot go on in college or university mathematics without a command of the essential technical skills. Thus, the teacher's second purpose is to train a boy to have these skills readily available. Constant and consistent problem work throughout the four years provides the necessary proficiency for further work in higher mathematics and in its applications to the other sciences.

MATHEMATICS 1B. First Year Algebra. Five hours. The course provides an intensive study of the procedures of elementary algebra through the solution of quadratic equations. Texts: Shute, Kline, Shirk, and Wilson's *Elementary Algebra* (American Book); Sanborn, Nason and Sides' *First Year Exercises in Algebra with Reviews and Examinations* (Phillips Academy).

MATHEMATICS 1A. First Year Algebra. Five hours. The prerequisite of the course is an elementary knowledge of algebra through the solution of simultaneous linear equations of two unknowns. The texts are those used in Mathematics 1B.

MATHEMATICS 1-2. Two Years of Algebra. Five hours. For able students who would normally be candidates for first year algebra, but who on the basis of satisfactory records and placement examinations are per-

mitted to enter a section that in one year completes both Mathematics 1 and Mathematics 2. Texts: Richardson's *College Algebra (Alternate Edition)* (Prentice Hall); Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

MATHEMATICS 2. Second Year Algebra. Four hours. The course presumes thorough grounding in at least one year of algebra. A careful review of first-year algebra is followed by a study of intermediate algebra through logarithms and progressions. Selected topics from advanced algebra are also included in the spring term. Texts: Richardson's *College Algebra (Alternate Edition)* (Prentice Hall); Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

MATHEMATICS 2X. Five hours. For the able student after completion of either Mathematics 1B or Mathematics 1A. With Mathematics 4X, the course forms a sequence that by the end of the Upper Middle Year completes Mathematics 2, 3A, and 4. Mathematics 2X is also open to selected students entering the school as Lower Middlers. Students who successfully complete both Mathematics 2X and Mathematics 4X are prepared to take Mathematics 5 or some other elective in their Senior year. The texts in use this year are Richardson's *College Algebra (Alternate Edition)* (Prentice Hall); Tower and Sides' *Reviews and Examinations in Algebra* (Heath); Smith and Fagan's *Mathematics Review Exercises, Third Edition* (Ginn); Vance's *Trigonometry* (Addison-Wesley); *Plane Geometry Notes*, supplied in class.

MATHEMATICS 3A. Geometry. Five hours. The normal course in Mathematics 3 for students who have completed college entrance requirements in two years of elementary and intermediate algebra. It covers a program of plane geometry using both synthetic and analytic methods. During the work with plane geometry, the natural extensions to solid geometry are made. In the spring term such work is amplified, so that at the end of the year the student has a knowledge of methods of proof and of geometrical facts and concepts in both two and three dimensions. The work in analytic geometry also provides opportunity for a review of algebra. Texts: Wells and Hart's *Progressive Plane Geometry* (Heath); Smith and Fagan's *Mathematics Review Exercises, Third Edition* (Ginn); Tower and Sanborn's *Exercises in Plane Geometry*, supplied in class; *Notes on Solid Geometry*, supplied in class.

MATHEMATICS 3B. Second Year Algebra and a Review of Geometry. Five hours. A course for incoming students who have completed college entrance requirements in one year of elementary algebra and in one year of geometry. It covers the work as outlined in Mathematics 2, but also includes a review of plane geometry and some work in solid geometry. Texts: Richardson's *College Algebra (Alternate Edition)* (Prentice Hall); Tower and Sides' *Reviews and Examinations in Algebra* (Heath); Smith and Fagan's *Mathematics Review Exercises, Third Edition* (Ginn).

MATHEMATICS 4. Advanced Algebra, Trigonometry, and an introduction to Elementary Probability with applications to Statistics. Five hours. The course emphasizes the study of the elementary functions: algebraic, exponential, logarithmic, and trigonometric. Analytic trigonometry is covered thoroughly. During the second half of the year the work is in elementary probability with applications to statistics. Texts: Fisher and Ziebur's *Integrated Algebra and Trigonometry* (Prentice Hall); *Introductory Probability and Statistical Inference, Revised Preliminary Edition* (College Entrance Examination Board); Smith and Fagan's *Mathematics Review Exercises, Third Edition* (Ginn).

MATHEMATICS 4X. For details of the course, see the description of Mathematics 2X above. Completion of Mathematics 4X meets the college requirements for four units of mathematics.

MATHEMATICS 5. CALCULUS WITH ANALYTIC GEOMETRY. Four hours. The course corresponds to the introductory course in calculus given in many colleges and universities. It is open to those who have completed the regular four-unit sequence in secondary school mathematics. Completion of the course offers a student the opportunity to qualify for advanced placement in college mathematics. Text: Thomas's *Elements of Calculus and Analytic Geometry*. Addison Wesley Publishing Co.

MATHEMATICS 6. Four hours. A special course offered as needed for the few boys who complete Mathematics 5 before their senior year. The contents of the course varies with the needs of the students. This year it has been a course in Intermediate Calculus based on such books as Courant's *Differential and Integral Calculus*, Apostol's *Mathematical Analysis*, and Buck's *Advanced Calculus*.

MECHANICAL DRAWING

Two hours. An engineering drafting course which includes the use of drawing instruments, geometric constructions, orthographic projection, isometric projection, oblique projection, intersection of surfaces, development of surfaces, sectioning, dimensioning, assembly and detail drawings, and blueprinting. Special stress is laid on a thorough mastery of the fundamentals. Students of exceptional ability are given an opportunity to do more advanced work or are given problems in keeping with the course to be pursued after entrance to college. The text in use is French and Vierck's *Engineering Drawing*, eighth edition (McGraw-Hill), supplemented by motion pictures and film strips.

MODERN FOREIGN LANGUAGES

All foreign languages offered by Phillips Academy are acceptable for admission to college. For graduate study, and particularly for the Ph.D. degree, French and German are frequently required.

French

The French Department's three-year course presents the language in the "new key" advocated by the Modern Language Association's Foreign Language Program. The goal is to teach the students to understand and to speak as well as to read and to write. The methods parallel as closely as possible those used for learning the mother tongue: to hear the language first, then to say what has been heard; next, to read; and finally, to write it. The stress during the first year of study is on listening and speaking, and the final examination tests only those two skills. French 2 is primarily a reading course, for which the Department prepares its own reading selections. In French 3, the students learn writing. For those who are able to continue into the fourth year, the Department offers a survey course of French literature that includes the reading of typical works of the more important writers. At no time does the Department teach the quite different art of translation. All classes are conducted exclusively, and from the first meeting, in French. Each student must provide himself with a French dictionary (*Nouveau Larousse élémentaire*).

Students who at the end of the first term of French I show above-average aptitude in the language are placed in special "X" sections, which move more rapidly without demanding more time, enabling those in them to receive four units credit at the end of three years.

FRENCH 1. Five hours. The course has no texts and no outside assignments, and the students at no time see any French. Classes meet nine times weekly, with two different instructors, one a native Frenchman, and are limited to 15 boys to a class. The aim is to develop complete familiarity with the basic patterns of speech and to enable the students to understand spoken French of a non-technical nature. Considerable use is made of audio-visual aids, slides, films, and tapes.

For those whose programs are too heavy to permit nine classroom hours a week, there is offered a more conventional French 1, with five classroom meetings and homework. Text: Robin & Bergeaud, *Le Français par la méthode directe,* Book I (Hachette, Paris). The emphasis is still on the aural-oral, but some reading and writing is done outside of class.

FRENCH 1-2. Five hours. For new boys who have had some previous study of French, but not enough to qualify for French 2. Successful completion of the course enables a student to enter French 3 the following year.

FRENCH 2-A. Five hours. For boys who have started French under the Andover method. Text: Robin & Bergeaud, Book II.

FRENCH 2-B. Five hours. For new students not accustomed to the Andover method. Those who pass are admitted to French 3. Text: Robin & Bergeaud, Book II.

FRENCH 2X. Five hours. An accelerated course for qualified students, covering material of both French 2 and French 3. Successful completion enables a student to enter French 4, but gives only the same unit credit as French 2.

FRENCH 3. Four hours. Text: Mauger, *Cours de langue et de civilisation françaises,* Book IV (Hachette, Paris).

FRENCH 4. Four hours. Text: Schinz, Robert, Giroud, *Nouvelle anthologie française* (Harcourt, Brace). Readings from standard French authors: Racine, Molière, Voltaire, Balzac, Flaubert, etc.

FRENCH S. Two hours. For students who have credit for three years of French but whose programs do not permit a four-hour course. Texts: Picard & Black, *Manuel de conversation française* (D. C. Heath); Gibson, *Causeries,* (Henry Holt).

FRENCH 5C. Two hours. An advanced conversational course.

FRENCH 5L. Two hours. An outline of French literature. Lectures and reading.

Note: French 5C and 5L taken together constitute a major course. Successful completion of French 4 is a prerequisite.

German

The German Department offers a five-year course with the following objectives: (1) ability to understand spoken German, (2) facility in speaking the language, (3) reading fluency, (4) ability to write German with reasonable correctness, and (5) an introduction to German literature since the eighteenth century.

From the first meeting, all classes are conducted entirely in German. English is never used as the classroom language. All texts are imported from Germany and contain no English.

The Department offers an accelerated course for students who show unusual ability in German 1. After completion of German 2X, these students enter German 4 and receive four units of credit after three years of study.

In 1958-59 an experimental German House was established, where second-year students lived with a German-speaking housemaster. German was spoken in the house as much as practicable. The experiment will be continued in 1960-61.

GERMAN 1. Five hours. The beginning course seeks to develop aural comprehension and oral expression. The basic patterns of the language are practiced by repetition and variation. Texts: Kessler, *Deutsch für Ausländer,* Parts I and Ia; Schulz-Sundermeyer, *Deutsche Sprachlehre für Ausländer (Vorstufe)*; Schulz—Griesbach, *Lesebeft für Ausländer.*

GERMAN 2. Five hours. The systematic study of basic patterns is continued with Schulz-Sundermeyer, *Deutsche Sprachlehre für Ausländer.* Both close and comprehensive reading of modern German prose is practiced extensively. Elementary writing is introduced at this level, mostly in the form of summaries of the reading material. Some of the books read recently include Spoerl, *Der Gasmann*; Kästner, *Drei Männer im Schnee*; Werfel, *Jacobowsky und der Oberst.*

GERMAN 1-2. Six hours. The course is designed for qualified seniors only, who wish to complete in one year the material covered in German 1 and 2. It follows approximately the outline of those two courses.

GERMAN 2X. Five hours. An accelerated course for qualified students, covering material of both German 2 and German 3. Successful completion enables a student to enter German 4, but gives only the same unit credit as German 2.

GERMAN 3. Four hours. Throughout the year, exercises from *Deutsche Sprachlehre für Ausländer* are continued. During the first term, a modern German play, Zuckmayer's *Das Kalte Licht,* is read. The second term begins with a brief survey of German geography, considering some political, historical, cultural, and linguistic aspects. The term continues with the study of selected German poems from the mid-eighteenth century to the present. In the third term, selected literary prose is read and interpreted, ranging from Goethe to Wiechert. Text: Fleissner and Fleissner, *Die Kunst der Prosa.* Outside reading is required in each term, to be selected from a list of modern prose and drama.

GERMAN 4. Four hours. Introduction to German literature. Through detailed stylistic analysis of a number of outstanding works, the students are introduced to some of the major authors and to the most significant trends in German literature since 1750. The works read include: Storm, *Der Schimmelreiter*; Eichendorff, *Aus dem Leben eines Taugenichts*; Keller, *Die drei gerechtn Kammacher*; Kleist, *Michael Kohlhaas* and *Der zerbrochene Krug*; Mann, *Tonio Kroger*; Rilke, *Ausgewählte Gedichte*; Goethe, *Urfaust* and *Iphigenie.* The Advanced Placement Examination can be taken at the end of this course.

GERMAN 5. Two or four hours. The literary works read in the course serve as a means of understanding the origins of contemporary Germany. First term: Goethe and his age. Second term: 19th century, romanticists and realists. Third term: trends of the 20th century. Students are expected to take the Advanced Placement Examination.

GERMAN S. Two hours. For seniors who wish to continue German as a minor subject. Contents vary according to the needs of the students. The Advanced Placement Examination can be taken after the course.

Russian

The courses in Russian systematically explain the structure of the language and develop the student's skill in speaking, aural comprehension, reading, and writing.

RUSSIAN 1. Five hours. An elementary course in speaking, reading, and writing Russian. Texts: Fayer, *Basic Russian* (Pitman); *Elementary Russian Conversation* (Heath); *Graded Russian Readers* (Heath). Recordings are provided for drill in pronunciation. Open to Lower and Upper Middlers, subject to the approval of the instructor.

RUSSIAN 1-2. Six hours. An accelerated elementary course, presenting the principal features of the Russian language, with intensive practice in speaking, reading, and writing, designed to prepare students for second-year college courses. Texts: von Gronicka, *Essentials of Russian,* Third Edition (Prentice-Hall); *Elementary, Intermediate,* and *Advanced Russian Conversation* (Heath); *Graded Russian Readers* (Heath). Recordings are provided for drill in pronunciation. Open to Seniors, and, with approval of Class Officers, to Upper Middlers with a satisfactory record in another foreign language.

RUSSIAN 2. Five hours. Completion of the presentation of the principal features of the language, with increased emphasis on conversation. Texts: von Gronicka, *Essentials of Russian,* third edition; *Intermediate and Advanced Russian Conversation* (Heath); *Graded Russian Readers* (Heath).

RUSSIAN 3. Four hours. Reading, writing, and conversation, based on a variety of authors. The texts include *Russian Short Stories, XIXth Century* (Oxford); *Soviet Prose* (Pitman). Students whose programs do not permit a four-hour course may, with special permission, elect Russian 3 for two hours. Those who plan to continue Russian in college should take four hours.

Spanish

The Department of Spanish offers a regular sequence of four years, but able students, by accelerating, may take five courses. The aim is to teach the students to understand the language and to speak it fluently. Spanish is used constantly in the classroom. The students are also taught to read and write the language with ease, and are given a comprehensive introduction to the literature of Spain and South America.

SPANISH 1. Five hours. The beginning course trains the students to express themselves, orally and in writing, in simple everyday Spanish.

The texts: *Spanish for Conversation,* by Leslie (Ginn); *La Fuente de las calaveras,* by Pattison (Crofts); and *Cuentos americanos,* edited by Walsh (Norton).

SPANISH 1-2. Six hours. Designed for qualified seniors who wish to complete in one year the material covered in Spanish 1 and 2. Texts: *Beginning Spanish Course,* by Barton and Tyler (Heath); *Repaso,* by Walsh (Norton); *Cuentos americanos,* edited by Walsh (Norton); *Pensativa,* by Goytortúa (Crofts); and *Cuentos criollos,* edited by Walsh (Heath).

SPANISH 2. Five hours. A continuation course that emphasizes reading and vocabulary building, including the use of synonyms and antonyms. Oral fluency is stressed, with emphasis on extemporaneous speaking. Texts: *Un Viaje por España,* by Crawford (Holt), together with such readers as *Memorias de un soldado estudiante,* by Esquenazi Mayo (Norton), and *Sueño de una noche de agosto,* by Martínez Sierra (Norton).

SPANISH 2X. Five hours. Open to students who have completed Spanish 1 with high honors. It covers the material of Spanish 2 and Spanish 3. Successful completion enables a student to enter Spanish 4 but gives only the same unit credit as Spanish 2.

SPANISH 3. Four hours. An advanced course, which continues to develop oral and aural skills as well as facility in written composition. Texts (supplemented by additional readings): *Gramática Española de repaso* by Ugarte (Odyssey); *Pensativa,* by Goytortúa; and *El Sombero de tres picos,* by Antonio de Alarcón (Ginn).

SPANISH 4. Four hours. The course aims to develop an appreciation of Spanish culture through the centuries in the entire Hispanic world. It presupposes a rather extensive knowledge of grammar and vocabulary and a fairly fluent conversational ability. Constant use of the Spanish language in the classroom discussions and written assignments is required. Frequent reference is made to all available types of illustrative material or "realia." The basic texts are Ugarte's *España y su civilización* (Odyssey) and del Río's *Del Solar hispánico* (Dryden) for cultural and historical background, as well as grammatical review. Among the literary works read in the course are J. R. Browne's *Stories of the Spanish-Speaking World* (Ginn), *La Barraca,* by Blasco Ibáñez (MacMillan) and *Las Lanzas coloradas,* by Uslar Pietri (Norton), as well as novels, plays and essays found in such collections as *Biblioteca Clásica Ebro.*

SPANISH 5. Two hours. For students who have had four years of Spanish or its equivalent. The course, conducted entirely in Spanish, concentrates upon a particular period of Spanish literature, such as *Don Quijote de la Mancha,* the Golden Age Drama, Romanticism, the Novel, etc. Outside reading is required.

Spanish S. Two hours. A minor course open chiefly to seniors who have had three years of Spanish. It is designed to keep them in contact with the language before they continue its study in college, and is conducted entirely in Spanish.

MUSIC

The aims of the Music Department are to provide every student with an enriching experience in music and to give him an understanding of the art. Its aims are achieved by the study of theory and by active participation in music making: individual lessons, recitals, group rehearsals, formal and informal concerts, and one operetta or musical comedy presented each year.

Chorus, Concert Band, Orchestra. Each of these is a minor course not requiring outside preparation but counting for two hours of academic credit. Each course meets four periods a week: two afternoons at 4:13 and two evenings between 6:45 and 7:45. Upper Middlers may take any one of these courses in fulfillment of the diploma requirement in Music or Art. With the approval of the Class Officers Committee, members of the other classes may elect any one of the three courses as a minor course, *in addition to* the minor course normally required in each year. Volunteers, not enrolled in the courses for credit, may join the evening sessions of such courses as an extracurricular activity.

Introduction to Music. Two hours. The purpose of the course is to help students gain understanding and enjoyment of various forms of music. It presents aspects of the development of musical thought, including examples of folk music and the music of the baroque, romantic, classical, and modern schools, including jazz. The subject matter is illustrated with recordings.

Music Appreciation. Two hours. The course is basically a history of music with added consideration of the development of musical form and orchestration. Recordings are used extensively for study and classroom illustrations. Open to Seniors and qualified Upper Middlers as an elective.

Harmony. Two hours. The course equips the student with a knowledge of basic harmonic structure, and enables him to harmonize a melodic line in traditional four-part fashion. An ability to read music is a prerequisite for the course.

Private Instrumental and Vocal Lessons. Two hours. Weekly instruction in keyboard, orchestral, and band instruments, or in voice, may be counted as a two-hour course. One half hour of instruction is to be supplemented by four hours of practising. For advanced students arrangements are made for a teacher to come out from Boston. For piano

and organ students there is a separate charge of $115 a year for weekly half-hour lessons, and $200 for weekly hour lessons, plus a nominal fee for the use of practice pianos and organs. The charge for voice lessons is $90 a year for weekly half-hour lessons. Lessons are offered on all band and orchestral instruments at $75 a year. Active members of the Band and Orchestra receive instruction at a reduced rate.

Music Major. Four hours, which may be gained by the combination of any two music courses, except that the Orchestra, Chorus, and Concert Band courses may not be so combined with each other.

Beginners' Band. Any student who wishes to learn to play a brass, woodwind, or percussion instrument will be loaned an instrument and may receive group instruction in the Beginners' Band, at no expense to the student. It is assumed that members of this group are interested in eventually joining the advanced Band groups.

NAVIGATION

Two hours. Open to all Seniors. The textbook used is Dutton's *Navigation and Nautical Astronomy*. The course consists of a term's work in each of the fields of piloting, nautical astronomy, and celestial navigation. Emphasis is placed on the practical application to surface navigation. During the latter part of the year the opportunity to cruise is offered to members of the class.

PHILOSOPHY

Two hours. The course offers a study of a few central problems of metaphysics. The interdependence of metaphysical views and ethical and political attitudes is stressed, though the study of ethics and politics is not pursued so intensively as that of metaphysics. Much of the reading of the fall term is in Plato; thereafter, the chief text is Joad's *Guide to Philosophy and Metaphysics*. During the latter part of the spring term it is customary to study all, or part, of a book by a recent or contemporary philosopher: for example, Santayana, Whitehead, Langer. The final assignment is a paper requiring the student to attempt a synthesis of his views on some of the chief problems explored in the course.

PHYSICS (See *Science*)

PUBLIC SPEAKING

Two hours. An elective course for Seniors and (in some cases) for Upper Middlers. It provides training in voice production, articulation, and speech making. Impromptu and prepared speeches help the student to develop poise, fluency, and force. The text is Turner's *Voice and Speech in the Theatre* (Sir Isaac Pitman & Sons, Ltd., London). For reference, Sarret and Foster's *Basic Principles of Speech* (Houghton-Mifflin).

RELIGION

The study of religion at Phillips Academy is intended to help students towards an understanding of the Judeo-Christian heritage, and to develop the capacity to relate man's religious insights to the problems of everyday living. A knowledge of how to read the Bible is valuable in its own right, and familiarity with its contents is indispensable for appreciation of much of art, music, history and literature. Acquaintance with the basic concepts of other religions adds perspective to the understanding of one's own and deepens the sense of the importance of religion in various aspects of one's personal and social life.

Bible 1. Two hours. Required of all members of the Lower Middle class, the course traces the development of the basic religious concepts of the Old and New Testaments. It acquaints students with many of the finest passages of the Bible, and with its outstanding personalities; with the individual books and their messages; and with a sense of the progressive discovery and revelation of religious truth.

Bible 2. Two hours. An elective course for Upper Middlers and Seniors who have not taken the Lower Middle course and who wish to have the kind of knowledge of the Bible suggested above. The course covers essentially the same ground as the Lower Middle course, but is adapted to the more mature thinking of older students.

Senior Religion. Four hours. An elective course for Seniors. It includes a term's study of some of the living religions of the world and their sacred writings. A second term is devoted to an investigation of Christian teaching, through New Testament writings and the work of some contemporary religious leaders. The third term's work involves the study and discussion of certain basic religious problems and of various attitudes toward the meaning of life as they are reflected in a number of contemporary plays and novels.

SCIENCE

Although only one major science is needed to satisfy diploma requirements, many students take more. Beginning with Elementary Science, it is possible to pursue a four-year sequence of courses in science. The departments aim to provide the student with an understanding of science and of scientific methods and thinking as a necessary part of his general education. At the same time, the subjects are covered with sufficient thoroughness to test his capacity and interest and to provide a sound foundation for later work in college, should his experience indicate the desirability of such work.

Courses designated by the letter X are more difficult than the regular ones, and admission is granted only to selected students. These courses

meet for one additional class each week and use texts of the college freshman level. They thereby prepare in one year for the advanced placement examinations, and consequently for advanced standing in college. Science Honors provides a two year integrated course for those capable of advanced work, in both physics and chemistry. Able students who have taken the regular courses before their Senior year may also prepare for the advanced placement examinations by taking the minor courses indicated as S courses. In addition the S courses provide uninterrupted progress for the student who plans further study in a particular field.

In general, students are encouraged to take a variety of courses and to acquire a broad background of knowledge in the different sciences, rather than to specialize in any subject. Hence no second-year-level courses are offered. For the student with special interests in any one area, individual projects are encouraged to the extent that they are consistent with safety, the equipment available, and the capacity of the student.

ELEMENTARY SCIENCE. Three hours. Based on a study of the earth, the course is designed to form an approach to the laboratory sciences, which follow in the later years, and also to acquaint the student with information useful to any educated person. Most of the fall term is given to a survey of physical geology, followed in the winter term by a study of the atmosphere from the points of view of biology, chemistry, and physics. After a consideration of the consequences of the shape and motions of the earth, the course ends with an outline of methods of forecasting the weather.

ANTHROPOLOGY. Two hours. An elective offered by the Robert S. Peabody Foundation for Archaeology, the course is intended to present a brief consideration of the pre-history of Man in the New World. It is composed of lectures and reading on ethnological and archaeological subjects. The course is a general survey of the Americas before the coming of the whites.

Biology

BIOLOGY. Four hours. The course in Biology covers the fundamental characteristics of living things; the nutrition, responses, and reproduction of plants and animals; the structure and functioning of the human body; the inter-relations between all living things, with special emphasis on the influence of insects, bacteria, and other forms of animal and plant life upon man's welfare; and the principles of heredity and evolution.

The class meets four times a week, three times for discussion and once for a laboratory period. The laboratory work includes training in the use of the compound and stereoscopic microscopes and other laboratory equipment. It requires careful observation, mastery of techniques, and accurate recording of results. Several laboratory periods are set aside for field trips featuring Ecology and Conservation, and for work on individual projects.

Biology X. Five hours. An honors course, open upon invitation of the Department, to a limited number of able Upper Middlers and Seniors. In addition to the material of the regular Biology course, Biology X offers extra work in the field of physiology in preparation for the Advanced Placement Examination of the College Entrance Examination Board, success in which leads to advanced placement in college and, in some circumstances, to credit towards the college degree.

Biology S. Two hours. Open to Seniors who have completed the standard course with good grades. In addition to a review of basic biology, new material will be presented as the course progresses. The combination of review and new work prepares students for the Advanced Placement Examination in Biology of the College Entrance Examination Board.

Chemistry

Chemistry. Four hours. A college preparatory course that includes the systematic study of matter and of the changes that it undergoes. Special attention is given to modern theory. Emphasis is placed rather upon reasoning from general concepts than upon the mere memorization of facts. The class meets three times weekly for lectures, demonstrations, or discussion, and once for a double period of laboratory work. Text: *Modern Chemistry,* by Dull, Metcalf, and Williams.

Chemistry X. Five hours. The course is open to a limited number of able students who have made high records in mathematics and physics. It is essentially the equivalent of a first-year college course that does not include qualitative analysis. Success on a special examination set by the College Entrance Examination Board will lead to advanced placement in college chemistry at many colleges and, in some circumstances, to credit towards the college degree. Text: *General College Chemistry,* by Scarlett and Gomez-Ibanez. *Laboratory Manual,* by Malm and Frantz.

Chemistry S. Two hours. One period a week is for recitation and discussion of review and advanced topics; the other is a double period for laboratory work. The course is for students who have completed the standard course with good grades. Like Chemistry X, it prepares for the College Entrance Examination Board examination for advanced standing in college chemistry. Text: *College Chemistry,* by Pauling, or the equivalent.

Physics

Physics. Four hours. The course completes the requirements for entrance to college and prepares the student for further work in this or in related fields. By means of lectures, recitations, experimental demonstrations, and the solution of numerical problems, the student is taught not only the fundamental principles of physics, but also the elements of scientific method. Reference is made where possible to the implications and effect on current thought of recent advances. In the laboratory about

thirty quantitative experiments are performed, for training in manipulative techniques and also to illuminate the methods of scientific investigation. The use of the slide rule is taught and required.

PHYSICS X. Five hours. An honors course, open, upon invitation of the Department, to a small group of Seniors who are concurrently taking Mathematics 5 and who have not previously studied elementary physics. A previous course in chemistry, though not required, is urgently advised. Lectures, recitations, and laboratory work will be planned to prepare students to pass the Advanced Placement Examination in Physics of the College Entrance Examination Board.

PHYSICS S. Two hours. Open to Seniors who have completed a year of Physics. Chemistry and Mathematics 4 or 5 are strongly advised as concurrent courses. With the aid of a textbook prepared for college freshmen, the course reviews much of the material of elementary physics, but in considerably greater depth. In addition, a number of new topics are taken up, such as simple harmonic motion, the kinetic theory of gases, the interference and diffraction of light, and an introduction to the quantum theory. Individual study projects are assigned in the spring. Students who do well in the course are prepared to take the Advanced Placement Examination in Physics, but a first course in calculus is normally necessary before advanced placement in college can actually be achieved.

Honors Sequence

SCIENCE HONORS 1 and 2. Five hours each year. A two-year sequence, open, upon invitation of the instructor, to a small group of Upper Middlers who will complete Mathematics 5 before graduation and who have demonstrated unusual capacity in science or mathematics. The subject matter will include chemistry and physics, both of them carried well beyond the elementary level in text and laboratory work. It is expected that the ablest students in the sequence will be prepared to pass both the physics and chemistry Advanced Placement Examinations of the College Entrance Examination Board.

Science Honors 1 will fulfill the diploma requirement in laboratory science for students who find it inadvisable for any reason to continue to Science Honors 2.

SOCIAL PROBLEMS

SOCIAL PROBLEMS. Two hours. An elective for Upper Middlers and Seniors, the course combines a survey of several contemporary social movements with a study of various basic social problems: population trends, race relations, crime, and delinquency. The study of these problems combines an analytical and ethical approach; it attempts not only to set forth certain of the ideological problems confronting our society, but also to suggest ways of understanding and approaching them in the light of basic religious principles.

PRIZES

Listed below are prizes open for competition in each academic year. Unless otherwise stated awards may be made in cash, or in the value of the amounts listed.

ENGLISH

Draper Prizes. For declamation. Open to members of English 3, 4, and 5. $25, $20, and $15. First awarded 1867. Funded 1878 by Warren F. Draper, Class of 1843. Awarded 1960 to (1) Nicholas Wellington Danforth, (2) Lawrence Michael Butler, (3) Handley Michael Gambrell Stevens.

Means Prizes. For declamation of original essays. Open to members of English 3, 4, and 5. $25, $20, and $15. First awarded 1868. Funded 1879 by William G. Means, of Andover. Awarded 1960 to (1) James Henry Bierman, (2) Nathaniel Foote Jessup, (3) Andrew Wolfgang Teuber.

Robinson Prizes. For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. $70 to the winning team. First awarded 1896. Funded 1910 by Henry S. Robinson, of Andover. No award 1960.

Schweppe Prizes. For an examination on a literary subject. Open to Senior and Upper Middle Classes. $30 and $20. First awarded 1912. Sustained since 1941 by Jean Schweppe Armour and John S. Schweppe in memory of their father, Charles M. Schweppe, Class of 1898. Awarded 1960 to (1) Thomas George Rawski, (2) no award.

Goodhue Prizes. For an examination in English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. $30 and $20. First awarded 1916. Funded 1936 by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy. Awarded 1960 to (1) William Rotch Ferguson, (2) Nathaniel Foote Jessup.

Clough Prize. For an essay by a Senior on an assigned literary subject. $40. First awarded 1923. Funded 1923 by friends of Charles C. Clough, Class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy. No award 1960.

Langley Prize. For an essay on Charles Dickens. Open to members of the Lower Middle and Junior Classes. $15. First awarded 1929. Funded 1927 by Stephen S. Langley, Class of 1863. No award 1960.

Leonard Prizes. For declamation of original essays. Open only to Juniors and Lower Middlers. Three prizes of books. First awarded 1942. Funded 1957 by *The Phillipian* in memory of Arthur W. Leonard, Instructor in English 1907-1941. Awarded 1960 to (1) Pierre Maxwell Kleiber, (2) John Byram Bishop, (3) Robert Stuart McIlroy.

Carr Prizes. For skill in oral English. Open only to Juniors and Lower Middlers. $16, $12, $8, and $4. First awarded 1943. Sustained by Donald Eaton Carr, Class of 1922. Awarded 1960 to (1) John Michael Levin, (2) Alexis Plato Malozemoff, (3) Bing Sung, (4) John Robert Fuchs.

Burns Prizes. For an original poem. Awarded to one student in each of the Senior and Upper Middle Classes, and to one student of either the Lower Middle or Junior Class, $20 each. First awarded 1945. Funded 1944 by Mrs. John P. O'Rourke in memory of her son, 2nd Lt. Charles Snow Burns, USAAF, Class of 1941. Awarded 1960 to *Senior,* William Rotch Ferguson; *Upper,* Fred Stuart Gass; *Lower,* James Wilson Riley, III.

Sumner R. Kates Prize. For an essay in American literature. $125 in cash. First awarded 1950. Funded 1949 by Sumner R. Kates, Class of 1938. Awarded 1960 to Handley Michael Gambrell Stevens.

CLASSICAL LANGUAGES

Cook Prizes. In Greek. For an examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. $30, $15, and $10. First awarded 1879. Funded 1878 by Joseph Cook, LL.D., Class of 1857. Awarded 1960 to (1) Duncan McLean Kennedy, (2) Robert Ludlow Trivers, (3) Nicholas Van Houten Kip.

Dove Prizes. In Latin. For an examination in the translation and interpretation of Virgil. Open to Seniors or members of Latin 4. $30, $20, and $10. First awarded 1880. Sustained since 1915 from the George W. W. Dove Fund. Awarded 1960 to (1) David Huhn Evans, Jr., (2) John Woodruff Ewell, Jr., (3) Allen Mason Ward, Jr.

Valpey Prizes. For Latin composition and Greek composition. Open to the Upper Middle Class. $20 each. First awarded 1896. Funded 1891 from a bequest of Rev. Thomas G. Valpey, Class of 1854. Awarded 1960 to King William Wishbone Harris in Latin composition, and Robert Ludlow Trivers in Greek composition.

Johnson Prize. For Greek composition. $10. First awarded 1924. Funded 1932 by Alfred Johnson, Class of 1890, in memory of the Rev. Alfred Johnson, a graduate of Dartmouth College. Awarded 1960 to David Huhn Evans, Jr.

Weir Prize. In Greek. For an examination in the translation of New Testament Greek. $70. First awarded 1928. Funded 1927 from a bequest of The Rev. William N. Weir, Class of 1895. Awarded 1960 to David Huhn Evans, Jr.; Honorable Mention, Jeremy John Kinross-Wright and Cornelius John Dwyer.

Benner Prize. For excellence in first-year Greek. $25. First awarded 1939. Funded 1950 by the Rogers Associates, Inc., in honor of Allen Rogers Benner, Class of 1888, for forty-six years Instructor in Greek in Phillips Academy. Awarded 1960 to Robert Terrell Bledsoe.

Department Prizes. For excellence in Latin translation and composition, $10 and $5; for recitation from memory of poetry or prose, $10. In Latin 3. Translation and composition. Awarded 1960 to (1) James Robertson Barker, (2) Edward Geoffrey Cullen. Recitation. Awarded 1960 to (1) Patrick McLoskey Westfeldt, Jr.; Honorable Mention, James Mark Rabb. In Latin 2. Translation and composition. Awarded 1960 to (1) Joshua Dill Morton, (2) Divided between Robert Bruce Pruitt and Peter Brooks Watson. Recitation. Awarded 1960 to (1) David Julian Smith; Honorable Mention, Benjamin Winthrop White. Latin 1. Recitation. Awarded 1960 to (1) George Frederick Peters; Honorable Mention, Richard Henry Bell, Jr. First awarded 1940. Sustained since 1947 from Winthrop Fund.

Catlin Prize. To be awarded regardless of need, to a member of the Upper Middle Class of outstanding scholarship and deportment, who, on completion of Greek 2 or Latin 3 at Phillips Academy, shall include in his Senior program a major course in Greek or Latin. $1,000. First awarded 1945. Funded 1944 from a bequest of George H. Catlin, Class of 1863. Awarded 1960 to Duncan McLean Kennedy.

GERMAN

Stevenson Prize. For excellence in German composition, oral and written. Open to the Senior and Upper Middle Classes. $15. First awarded 1904. Funded 1904 by Robert Stevenson, Jr., Class of 1896, in memory of his father. No award 1960.

FRENCH

Taylor Prize. For excellence in French conversation and composition. A selection of French books. First awarded 1909. Funded in part 1908 by a member of the Class of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, Treasurer of Phillips Academy 1852-1868. Awarded 1960 to John Albert Bissell; Honorable Mention, Nathaniel Foote Jessup.

Department Prizes. For aural ability. To those students in their first and second year of French who receive the highest marks on a special examination to test aural comprehension. First and second prizes in books. First awarded 1946. Sustained by an anonymous donor. Awarded 1960 in French I, Special Sections, to Jonathan Brewer Cohen; Regular Sections, Martin Barry Shulkin; Honorable Mention, Philip John Sorota. Awarded 1960 in French 2, Special Sections, to John Michael Levin; Regular Sections, Michael Dean Davey; Honorable Mention, John Robert Allison.

Anthony D. Graves Prize. For improvement during the first year of the study of French. To the student whose application and effort result in the greatest over-all improvement. $25. First awarded 1954. Funded 1954 by Mrs. Charles F. Pease in memory of her father. Awarded 1960 to Clifton Burke Rodes.

Forbush Prize. For excellence in French 3. A book or books. First awarded 1956. Funded 1955 by students and friends of Guy Johnson Forbush, Instructor in French at Phillips Academy 1917-1920, 1924-1955. Awarded 1960 to Alexis Plato Malozemoff.

French Club Prize. To that member of the Cercle Français, exclusive of officers, who, in the opinion of the officers and the faculty adviser, has contributed the most to the Cercle in the way of zeal and effort during the school year. A book. First awarded 1960. Sustained by the French Club. Awarded 1960 to Paul Stephen Elkin.

SPANISH

Hayden Prize. For excellence in oral Spanish. To a member of the first-year Spanish course who, in the opinion of the faculty, has made the greatest progress in oral Spanish. $35. First awarded 1945. Funded 1945 by Mr. and Mrs. Howard P. Hayden, of Santiago, Chile. Awarded 1960 to Randall Jeffrey Lewis.

HISTORY

Lauder Prizes For an examination in the history of England and the British Empire. $25, $15, and books. First awarded 1913. Funded 1916 by George Lauder in memory of his son, George Lauder, Jr., Class of 1897. Awarded 1960 to (1) John Woodruff Ewell, Jr., (2) Robert Alexander Hetherington, Jr.

Haymond Prizes. In American History. To undergraduates taking the course in History of the United States, for an essay on the Constitution of the United States. $50, $25, $10, and books. First awarded 1943. Sustained by The Honorable Frank C. Haymond, in honor of his sons, William Stanley Haymond, 2d, Class of 1942, and Thomas Arnette Haymond, Class of 1943. Awarded 1960 to (1) Joseph William Castello, "Black Monday," (2) Robert Angus Williams, Jr., "The Legal Status of the Secondary Boycott Since 1907," (3) Robert Arthur Novick, "Union Membership as a Condition of Employment"; Honorable Mention, Michael Jay Schart, "The Fight Against the Mormon Practice of Polygamy."

Grace Prizes: In American History. For an essay on the Bill of Rights or other historical topic related to our heritage of human liberty. $70, $45, $35, and books. First awarded 1953. Funded 1951 by Oliver R. Grace, Class of 1926, in memory of his father, Morgan H. Grace. Awarded 1960 to (1) Andrew John Combe, "A. Philip Randolph and the Brotherhood of Sleeping Car Porters," (2) Wallace Charles Winter, III, "The Conscientious Objector in World War II," (3) Roger Levin, "The Marshall Plan and European Economic Recovery"; Honorable Mention, Nicholas Canady Spitzer, "Literary Censorship in the United States," and Daniel Holtzman Saks, "McCarthy v. Zwicker: a Demagogue in Action."

Marshall S. Kates Prizes. In American History. To undergraduates taking the course in History of the United States for an essay on a topic in the field of American History. $50, $30, $20, and books. First awarded 1953. Funded 1952 by Marshall S. Kates, Class of 1939. Awarded 1960 to (1) Richard Rand Ross, "The Iroquoian Confederation and the Fall of New France," (2) Jonathan Speare, "The Battle for Leyte Gulf," (3) Duncan McLean Kennedy, "Joseph R. McCarthy—A Study of a National Figure."

WEBSTER PRIZES. For excellence in Ancient History, European History, or Contemporary Affairs. Open to all students taking the courses, on the basis of competitive examinations or proficiency in current work, at the discretion of the department. $125 in money and books. First awarded 1956. Funded 1956 by Dean Kingman Webster, Jr., Class of 1915. Awarded 1960 in Ancient History to (1) John Alexander Butler Faggi, Jr., (2) Edwin Sumner Gardner, Jr. In European History to (1) Morris Edward Zukerman, (2) Lawrence Earle Hinkle, III. In Contemporary Affairs to (1) Christopher Fulton McKee, (2) Kenneth Fyfe Garni.

MATHEMATICS

CONVERS PRIZES. In Plane Geometry. Awarded on the basis of an examination in Plane Geometry covering analysis on the originals, numericals, loci, and constructions. $100, $75, $50, $25, $10, and books. First awarded 1898. Funded 1898 by E. B. Convers, Class of 1857, and extended in 1951 by the former prize men. Awarded 1960 to (1) Leonard Michael Singer, (2) Jeffrey Holmes Newton, (3) Tom Isaac Evslin, (4) David Huhn Evans, Jr., (5) John Allington Butler.

EATON PRIZE. For excellence in Algebra. To a member of the Junior Class outstanding for proficiency in first-year Algebra. $20. First awarded 1938. Funded 1957 by bequest of Thaxter Eaton, Class of 1904, in memory of his father, George T. Eaton, Class of 1873, for fifty years instructor in Mathematics at Phillips Academy. Awarded 1960 to John Burt Foster, Jr.

MCCURDY PRIZES. For excellence in Senior Mathematics. For Seniors in the regular fourth year Mathematics program. Awarded on the basis of classroom work and an examination. $35 and $25. First awarded 1941. Funded 1940 by the family of the late Matthew S. McCurdy, in memory of his connection with Phillips Academy as Instructor in Mathematics 1873-1921. Awarded 1960 to (1) Edgar Erastus Clark, Jr., (2) David Hirsch Slosberg.

BAILEY PRIZE. In Lower Middle Mathematics. On the basis of an examination at the close of the year. $35. First Awarded 1946. Funded 1946 by Edward Bailey Crichton, Class of 1946, in memory of his grandfather, Edward Bailey, Class of 1878. Awarded 1960 to Robert Nathan Levin; Honorable Mention, Alexis Plato Malozemoff.

WATT PRIZES. In Elementary and Intermediate Algebra, Plane and Solid Geometry, Plane Trigonometry and Advanced Algebra. For Seniors. Awarded on the basis of a comprehensive examination covering the analytical work of secondary school Mathematics. $125, $75, $25, and books. First awarded 1954. Funded 1953 by J. Lester Parsons with the cooperation of William C. Ridgway, Jr., Class of 1925, and William C. Ridgway, 3d, Class of 1953, in memory of Frederick Ellsworth Watt, Instructor at Phillips Academy 1933-1951. Awarded 1960 to (1) Chet Brian Opal, (2) William Gardner Brown, (3) Joseph Abbott Ingelfinger.

TOWER PRIZE. For excellence in Analytic Geometry and the Calculus. A specially bound book in the field of Mathematics. First awarded 1954, Sustained by John W. Dixon, Class of 1924, in recognition of Oswald Tower, Instructor in Mathematics at Phillips Academy 1910-1949. Awarded 1960 to Christopher Fulton McKee.

WINFIELD M. SIDES PRIZE. For excellence in Mechanical Drawing. Awarded on the basis of proficiency in classroom work. $100 in cash and/or drawing equipment. Sustained by Donald A. Raymond, Jr., Class of 1932, in memory of Winfield M. Sides, Instructor in Mathematics at Phillips Academy 1919-1958. First awarded 1960 to John Hunt Doak; Special Award, James Craig Hesser.

JOSEPH AWARD. For excellence in the area of Mathematics. To a member of the Senior Class. A gold medal and a book. First awarded 1960. Sustained by David Joseph, of New York City, in memory of his father, Bernard Joseph. Awarded 1960 to Samuel Dyer Edwards.

SCIENCES

Wadsworth Prize. For excellence in Physics. To the student holding the highest rank in Physics for the year. $30. First awarded 1900. Funded 1952 by William S. Wadsworth, M.D., Class of 1887. Awarded 1960 to Dayton Wood Datlowe.

Dalton Prize. For excellence in Chemistry. To the student holding the highest rank in Chemistry for the year. $65. First awarded 1915. Funded 1915 by Frederick Goodrich Crane, of Dalton, Massachusetts, Class of 1884. Trustee of Phillips Academy, 1912-1923. Awarded 1960 to Stephen Bingham Hurlbut.

Marsh Prize. For excellence in Biology. To a student who has been outstanding in interest and attainment in the Biological Sciences. $25. First awarded 1936. Sustained since 1950 by an anonymous donor in memory of Othniel C. Marsh, Class of 1851, one of the great paleontologists of his day. Awarded 1960 to Randall Jeffrey Lewis.

Bausch & Lomb Honorary Science Award Medal. For exceptional progress in science studies. First awarded 1945. Awarded 1960 to Wayne Reimer Matson.

Graham Prize. For excellence in Science. To that member of the graduating class attaining the highest average grade in ten hours of the natural sciences studied while at Phillips Academy. $950. First awarded 1946. Funded 1945 from a bequest of James C. Graham, Instructor in Science at Phillips Academy, 1892-1937. Awarded 1960 to Christopher Fulton McKee and Thomas Haile Whitesides.

Wadsworth Prize. For excellence in Biology. To the student holding the highest rank in Biology for the year. $30. First awarded 1953. Funded 1952 by William S. Wadsworth, M.D., Class of 1887. Awarded 1960 to Alexis Plato Malozemoff.

Department Prize. For excellence in Physics. To that student taking elementary physics who receives the highest grade on a prize examination. A book. First awarded 1956. Sustained by an anonymous donor. Awarded 1960 to William Bond Thompson.

Laboratory Prize. In Biology. To a student outstanding in interest and attainment in laboratory work in the biological sciences. $15. First awarded 1958. Sustained by the Biology Department. Awarded 1960 to Jonathan Allan Dixon.

Scoville Prize. In the Physical Sciences or Mathematics. To a student or students for an original paper or project exhibiting creative thinking or ingenuity in the Physical Sciences or Mathematics, preferably not in assigned course work. $50. First awarded 1959. Sustained by Anthony Church Scoville, Class of 1958, in memory of his grandfather, Herbert Scoville. Awarded 1960 to Anthony Ayres Iarrobino, Jr.

MUSIC

Cutter Prize. For proficiency in orchestral, especially stringed instruments. $55. First awarded 1924. Funded 1925 by The Rev. C. F. Cutter, Class of 1871, in memory of his father, Charles Cutter, Class of 1840. Awarded 1960 to (1) David Elbert Austin, (2) Charles William Davenport Hanson, Jr.

Poynter Prize. To that member of the Phillips Academy Choir who, in the judgment of the Choirmaster, has been the most useful member of that organization. $30. First awarded 1945. Funded 1943 by Horace Martin Poynter, Class of 1896, and Mrs. Poynter, formerly of Andover, in memory of their son, Edward Pitkin Poynter, Class of 1940, who gave his life for his country in the aviation service in July, 1943. Awarded 1960 to John Morgan Daniel and Nicholas Wellington Danforth.

Jones Prize. To that member of Phillips Academy Orchestra who, in the judgment of the Director of Music, has been the most useful member of that organization. $25. First awarded 1946. Funded 1945 by Edward T. Jones, in memory of his son, Ainsworth B. Jones, Class of 1939, who gave his life for his country in the aviation service in July, 1943. Awarded 1960, $15 to Alan Michael Tartakoff and $10 to David Elbert Austin.

COLLIER PRIZES. For proficiency in the playing of the piano. $25. First awarded 1947. Funded 1946 by Mrs. Milton Collier and I. Alfred Levy, in memory of Milton Collier. Awarded 1960 to (1) George Fuller, (2) Alexis Plato Malozemoff.

FULLER MUSIC PRIZE. To a musical student who, irrespective of need, has demonstrated high character and special musical aptitude. The recipient will assume responsibility for playing the carillon in the Memorial Tower. $350. First awarded 1951. Funded 1959 by Samuel Lester Fuller, Class of 1894. Awarded 1960 to David Roy Weaver.

BAND PRIZE. To that member of the Phillips Academy Band who, in the judgment of the Director of Music, has been the most useful member of that organization. $25. First awarded 1953. Sustained by the Department of Music. Awarded 1960 to Karl August Ziegler.

ART

MORSE PRIZE. To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. $25. First awarded 1932. Funded 1942 by Winslow Ames, Class of 1925, in honor of Samuel Finley Breese Morse, Class of 1805. Awarded 1960 to Nathaniel Foote Jessup.

THOMPSON PRIZE. For improvement in drawing and painting. $25. First awarded 1932. Funded 1955 by Mrs. Frances Thompson Heely, in memory of her brother, Augustus Porter Thompson, 3d, Class of 1928. Awarded 1960 to Ronald MacInnis.

ADDISON GALLERY ASSOCIATES PRIZE. To a student who has distinguished himself in art as well as in other activities. $25. First awarded 1941. Sustained by the Addison Gallery Associates. Awarded 1960 to Nathaniel Foote Jessup.

JOHN ESTHER GALLERY PRIZE. To the student who has shown through his work the clearest understanding of art. $25. First awarded 1943. Sustained by Mr. and Mrs. Patrick Morgan. Awarded 1960 to Gary Thomas Rieveschl.

ATHLETICS

FACULTY GOLF CUP. To the winner of the Varsity Golf Squad competition. Winner's name inscribed on Cup. Presented 1927 by the Faculty of Phillips Academy. First awarded 1927. Awarded 1960 to Thomas Rutherford Trowbridge.

KILPATRICK TROPHY. To the winner of the Andover versus Exeter track meet. A bowl. Winner's name inscribed on bowl, to be held for one year by the winning Academy. Replica to the captain or co-captains of the winning team. Trophy presented 1938 by John Reed Kilpatrick, Class of 1907, and replicas sustained by him. First awarded 1938. Awarded 1960 to The Phillips Exeter Academy.

SCHUBERT AWARD. To a member of the Senior Class who has excelled in varsity athletics and who has best exemplified the qualities of sound character, cheerfulness, and good sportsmanship on the athletic field. A gold medal, and winner's name inscribed on a plaque. Funded 1951 by the Eta Delta Phi Society, in memory of Edmund John Schubert of the Physical Education Department. First awarded 1944. Awarded 1960 to Ben Williams Koehler.

BANTA TROPHY. To be awarded annually to that member of the Varsity Tennis Team who shows the best sportsmanship, leadership, and character throughout the season. Established 1953 by the Tennis Team of Phillips Academy, in honor of their coach, Cornelius Gordon Schuyler Banta. No award 1960.

CROSS COUNTRY CUP. To the member of the Cross Country Team who during the season has displayed outstanding sportsmanship, performance, and team spirit. Winner's name inscribed on Cup. Presented 1952 by the members of the cross country squad in honor of their coach, Norwood Penrose Hallowell. First awarded 1953. Awarded 1960 to Stephen Ronald Hobson.

BASKETBALL TROPHY. To the club basketball player who has contributed most to club basketball. Winner's name inscribed on trophy. Presented 1953 by the members

of the Varsity Basketball Team. First awarded 1953. Awarded 1960 to Kenneth Fyfe Garni.

Fagan Squash Racquets Trophy. To the winner of the Fagan Trophy Tournament. Winner's name inscribed on Trophy. Presented in 1954 by Charles Aloysius Fagan, III, Class of 1954, in honor of his father, Charles Aloysius Fagan, Jr. First awarded 1954. Awarded 1960 to William Gardner Brown.

Lacrosse Trophy. To the lacrosse player, excluding the captain, who through enthusiasm and love for the sport has inspired his teammates with the will to win. Winner's name inscribed on trophy. Presented in 1954 by the members of the lacrosse squad in honor of their coach, John Richard Lux. First awarded 1954. Awarded 1960 to David Leighton Edgerly.

Smith Hockey Cup. To a member of the hockey team, exclusive of the captain, who is in good scholastic standing and who during his association with hockey has contributed most to the sport and to the school by representing its ideals through sportsmanship, endeavor, and ability. A silver cup. Funded 1954 by Sumner Smith, Class of 1908. First awarded 1954. Awarded 1960 to Edward Ashley Leavitt.

Crew Cup. To the student who has contributed most in the way of team spirit and sportsmanship to the crew. Winner's name inscribed on cup. Presented 1955 by the members of the rowing squad, in honor of their coach, William Hayes Brown, Class of 1934. First awarded 1955. Awarded 1960 to Ward Reynolds Maier.

Track Trophy. To the member of the winter and spring varsity track squad who exhibits outstanding character and will to win. Winner's name inscribed on trophy. Presented by the members of the 1955 winter and spring track squads in honor of their coach, Sephen Stanley Sorota. First awarded 1955. Awarded 1960 to Richard McMurray Ellegood.

Press Club Trophy. To the student who has proved through his performance on the athletic fields to be the most capable athlete of the whole year. Winner's name inscribed on trophy and winner receives replica of trophy. Trophy presented 1956 by the members of the Press Club of Phillips Academy and replicas sustained by the club. First awarded 1956. Awarded 1960 to Charles Crane Kessler and Alexander Cumnock Browne.

Sheridan Medal. To the student who has contributed most to the intramural athletic program. A gold medal. Funded 1956 by bequest of Fannie J. Sheridan, in memory of her grandson, Harold Joseph Sheridan, Jr., Class of 1943, who gave his life for his country as a member of the United States Marine Corps in September 1944. First awarded 1957. Awarded 1960 to Duncan McLean Kennedy.

Football Trophy. To the two members of the Junior Varsity 1 Team who contributed most to Andover football below the Varsity level. Presented in 1955 by the members of the Junior Varsity 1 Football Team. Awarded 1960 to William Bradford Reynolds and Jonathan Pierpont Atkinson.

OTHER PRIZES

Aurelian Honor Society Prize. To a member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. Books. First awarded 1936. Sustained by the Aurelian Honor Society. Awarded 1960 to Edwin Gustavus Quattlebaum, III.

Ayars Prize. To a member of the Senior Class who, through worth, perseverance and seeking after excellence, has created for himself a position of respect and admiration in the school community. $50. First awarded 1956. Funded 1957 by Mr. and Mrs. James S. Ayars, in memory of their son, James Sterling Ayars, Jr., Class of 1949. Awarded 1960 to Thomas Frederick Kenny, II.

Bierer Prize. To a student who is outstanding in character and personality. $25. First awarded 1944. Sustained by Eugene S. Bierer, Class of 1943. Awarded 1960 to Edwin Gustavus Quattlebaum, III.

BUTLER-THWING PRIZE. To the member of the Junior Class with highest marks in entrance examinations. $30. First awarded 1915. Funded 1918 by Capt. Francis Butler-Thwing, Class of 1900. Awarded 1960 to John Dozier Gordan, 3d.

FACULTY PRIZE. To that member of the graduating class who during his Senior year attained the highest academic average. $100. First awarded 1912. Funded 1923 by Sanford H. E. Freund, Class of 1897, and increased in 1955 by his sister, Miss Camille E. Freund. Awarded 1960 to Christopher Fulton McKee.

FEDERATION OF HARVARD CLUBS PRIZE. To a member of the Upper Middle Class, preparing for college, recommended by the headmaster and faculty for high scholarship and character. A book. First awarded 1911. Sustained by the Harvard Club of Andover. Awarded 1960 to Denison Gallaudet.

FULLER PRIZE. To a member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. First awarded 1912. Funded 1959 by Samuel Lester Fuller, Class of 1894. Awarded 1960 to Joseph Markel Prahl.

HOPPER PRIZE. To a student worker in the Commons who is outstanding in industry, cooperation, and unselfishness. $100. First awarded 1954. Funded 1953 by friends of Henry Hopper who, for thirty-eight years, served Phillips Academy with industry, cooperation, and unselfishness. Awarded 1960 to Dana Maturin Spencer.

IMPROVEMENT PRIZE. To a member of the Senior Class who has been a student at Andover for at least two years and who has shown the greatest development of character and scholarship. $100. First awarded 1941. Sustained by a member of the Class of 1916. Awarded 1960 to James Thomas Chirurg, Jr.

KEYES PRIZE. To a boy, who in his Lower Middle year shows outstanding qualities of character, leadership, scholarship and athletic ability. $50. Funded 1958 by Langley C. Keyes, Class of 1920. First awarded 1959. Awarded 1960 to Jorge Rafael Gonzáles.

KINGSBURY PRIZE. To a student of outstanding character, who, in the judgment of the headmaster, is especially distinguished for perseverance and resolution. $50. First awarded 1943. Funded 1945 by Dr. and Mrs. John A. Kingsbury, in memory of their son, John Adams Kingsbury, Jr., Class of 1934. Awarded 1960 to James Buda Turchik.

LIBRARY PRIZES. For the best student libraries collected. $30 and $15. Sustained by the Friends of Oliver Wendell Holmes Library since 1956. Awarded 1960 to (1) William Astor Drayton, Jr., (2) Charles William Davenport Hanson, Jr.

LORD PRIZE. To a Senior who during his residence at Phillips Academy has displayed in his daily actions and personal contacts a genuinely fine character. A selection of books. First awarded 1947. Sustained by Mason Faulconer Lord, Class of 1944. Awarded 1960 to Woodward Adams Wickham, Jr.

PHILLIPIAN PRIZE. For outstanding service rendered to the *Phillipian*. $50. First awarded 1931. Funded 1931 by James Q. Newton, Class of 1929, and Business Manager of the *Phillipian* during his Senior year. Awarded 1960 to Michael Ashton Burlingame and Andrew John Combe.

REDPATH PRIZES. For the most interesting libraries of paperback books collected by students. $30, $15 and $10. First awarded 1960. Sustained by Robert U. Redpath, Jr., Class of 1924, in memory of his parents. Awarded 1960 to (1) Andrew Wolfgang Teuber, (2) Newell Choice Cook, Jr., (3) Peter Edward Gamm.

SCHWEPPE (RICHARD JEWETT) PRIZE. To a member of the Senior Class in recognition of an unusual spirit of cooperation and friendliness. $100. First awarded 1947. Funded 1946 by Mrs. Richard J. Schweppe in memory of her husband, Richard Jewett Schweppe, Class of 1896. Awarded 1960 to Andrew John Combe.

STEARNS PRIZE. In honor of Dr. Alfred E. Stearns, Class of 1890. Headmaster of Phillips Academy 1903-1933, to a student who, through conscientious effort, high ambition and courage, outstanding character and excellent deportment, has made Phillips Academy a better and more friendly place in which to live. $100. First awarded 1951. Supported, beginning in 1959, by the Roger C. Sullivan Fund, established in 1921 by Boetius H. Sullivan, Class of 1905. Awarded 1960 to John Albert Bissell.

Abbot Stevens Prize. To a member of the Senior Class, upon recommendation of the faculty, who through his character and leadership has made a significant contribution to the Academy and to his classmates. $100. Funded 1959 by Mrs. Abbot Stevens, in memory of her husband, Abbot Stevens, Class of 1907. Awarded 1960 to Alexander Cumnock Browne.

Stiles Prize. To the member of the Upper Middle Class whose judgment and loyalty to the school have been exemplary. $50. First awarded 1960. Funded 1960 by Mrs. Russell Stiles, in memory of her husband, Class of 1908, and his father, Sumner Burritt Stiles, Class of 1872. Fund increased 1960 by her son, William S. Stiles, Class of 1942. Awarded 1960 to Patrick McLoskey Westfeldt, Jr.

Sullivan Prizes. To those members of the Senior, Upper Middle, Lower Middle, and Junior Class who made the greatest improvement in scholarship during the previous school year. Four prizes of $200 each, awarded in the fall. First awarded 1921. Funded 1921 by Boetius H. Sullivan, Class of 1905, in memory of his father, Roger C. Sullivan. Awarded 1958-59 to William Curtis Taylor, Jr., Joachim Seitz, Walter Charles Lobitz, III, Roger Stanley Uhr Smith. 1960 awards to be announced.

Van Duzer Prizes. Two prizes of $350 each, awarded as outlined below. (a) Andover-Harvard. "The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time." Awarded 1959 to Christopher Fulton McKee. (b) Harvard-Andover. "The income is available for a graduate of Phillips Academy during his Freshman year in Harvard College, the award based on high scholarship, to be announced at the close of the recipient's Senior year in the school." Awarded 1959 to Mitchell Henry Gail. First awarded 1912. Funded 1928 from a bequest of Henry S. Van Duzer, Class of 1871. 1960 awards to be announced.

Warren Prize. To a member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the faculty. $50. First awarded 1926. Funded 1925 by Frank Dale Warren, Jr., Class of 1915, in memory of his father, Class of 1879. Awarded 1960 to Jerome Spencer Bishop.

Wells Prize. To a member of the Junior Class who has displayed the outstanding qualities of loyalty, perseverance, and sterling character which characterized the boy in whose memory the prize is given. $50. First awarded 1953. Sustained by Mr. and Mrs. J. Brent Wells, in memory of their son, Anthony Peters Wells, admitted to the Class of 1956. Awarded 1960 to John Alexander Butler Faggi, Jr.

Yale Bowl. To that member of the Senior Class who has attained the highest proficiency in scholarship and athletics. First awarded 1902. Sustained by the Yale Club of Boston. Awarded 1960 to Edward Webb Harrison, Jr.

SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

*Hon. William Phillips (1795; 1804). Begun with a gift from Hon. William Phillips and increased by his bequest of $4,000	$ 4,633.33
*Students' Educational Fund (1854). Begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of $1,000 from Edward Taylor, Treasurer of Phillips Academy, 1868-1889	7,762.64
*Samuel Farrar (1865). Bequest of Samuel Farrar, 1803, Treasurer of Phillips Academy, 1808-1840. (A part of this fund is for other purposes.)	22,000.00
*Jane Aiken Clarke (1870). James G. Clarke, Class of 1839, in memory of his mother	1,200.00
†Peter Smith Byers (1878). John Byers, Class of 1848, in memory of his brother, Class of 1847	500.00
*Class of 1878 (1878). Senior Classical class	1,200.00
†Jonathan Taylor (1878). Edward Taylor, Treasurer of Phillips Academy, 1868-1889, in memory of his father	1,000.00
*Hiram W. French (1879), Class of 1839	1,000.00
*Caroline Parker Taylor (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, Principal of Phillips Academy, 1838-1871	1,000.00
*Gerard Sumner Wiggin (1882). Bequest of Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, Class of 1875	1,000.00
*Stone Educational Fund (1882). Mrs. Valeria G. Stone of Malden	26,400.00
*Richards (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the Treasurer's Office of Phillips Academy, and Edward Stanley Richards, Class of 1875	1,450.14
*Warren F. Draper (1890), Class of 1843	1,000.00
‡Charles L. Flint (1890). Bequest of Charles L. Flint, Class of 1845	5,000.00
*Henry P. Haven (1890). Trustees of Henry P. Haven estate, of New London, Conn.	1,000.00
*Emma Lane Smyth (1890). Gov. Frederick Smyth, of New Hampshire, Class of 1839, in memory of his wife	1,000.00
*James and Persis Taylor (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother	1,000.00
*Joseph Dowe (1892). Bequest of Joseph Dowe, Class of 1817	3,097.98
†John Cornell (1894). Bequest of John Cornell. Recommended by the School Committee of Andover	5,000.00
*James Calvin Taylor (1895). Mrs. Mary E. Fairbanks, in memory of her brother, Class of 1840	1,000.00
*Mary W. Holbrook (1900)	500.00

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.
‡ For general scholarship aid; preference to boys from Middleton.

*Carter (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter 1,500.00

*Herman Verhoeff Hartwell (1907; 1926). Mr. and Mrs. Frank N. Hartwell, in memory of their son, Class of 1908 5,000.00

*George Ripley (1908). Bequest of George Ripley 2,500.00

†T. Augustus Holt (1909). Bequest of T. Augustus Holt 26,003.24

*James Huntington (1910; 1931). The widow and daughter of James Huntington, Class of 1848 2,000.00

*Allan Morse Penfield (1913). Bequest of Allan Morse Penfield, Class of 1904 1,000.00

*George B. Knapp (1914). Katharine Knapp estate, in memory of her brother, Trustee of Phillips Academy, 1899-1919 5,000.00

*Thomas A. Emerson (1917). Rev. Thomas A. Emerson, Class of 1859, and Mrs. Emerson 2,000.00

Robert Henry Coleman (1919). Mrs. John Coleman, in memory of her son, Class of 1912, who died in the military service of the United States, 1918 6,000.00
"The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school."
Awarded 1959-1960 to James Peter Timbie.

George Xavier McLanahan (1919). His mother and sister, in memory of George Xavier McLanahan, Class of 1892 10,000.00
"The income is used annually for the assistance of a worthy student or students of limited means."
Awarded 1959-1960 to Karl August Ziegler.

Gordon Ferguson Allen (1920; 1957). James F. Allen, of Meriden, Conn., and his sons, Parker B. Allen, Class of 1914, and Theodore F. Allen, Class of 1915, in memory of Gordon Ferguson Allen. Increased in 1957 by Theodore F. Allen 10,000.00
"The income is awarded annually to a deserving student of character and promise and of limited means."
Awarded 1959-1960 to Dana Maturin Spencer.

*Rev. William Henry and Ellen Cary Haskell (1920; 1936). Rev. William Henry Haskell, Class of 1856, and his five sons, Classes of 1883, 1888, 1890, and 1895 5,000.00

*Harriet L. Erving (1922). Bequest of Miss Harriet L. Erving, of Andover, for thirty years assistant in the Treasurer's Office 1,500.00

*Samuel M. Evans (1922), Class of 1887. (A part of the fund is for other purposes.) 2,000.00

Charles C. Clough (1923). Princeton University classmates and friends of Charles C. Clough, Class of 1906 5,000.00
"The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established."
Awarded 1959-1960 to Charles Andrew Engvall, Jr.

*Frank Butler Walker (1923). Bequest of Mrs. Mary C. B. Walker, in memory of her son, Class of 1889 1,425.00

*Abraham B. Coffin (1924). Bequest of Abraham B. Coffin, Class of 1852 2,000.00

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.

ALFRED HOWLETT DURSTON (1926). Marshall H. Durston, Class of 1900, in memory of his brother, Class of 1897 — 5,000.00
"The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence."
Awarded 1959-1960 to William Edward Hanners.

SMITH LEWIS MULTER, JR. (1926). Smith Lewis Multer, in memory of his son, Class of 1923 — 5,000.00
"The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school."
Awarded 1959-1960 to David Alva Kennedy.

*AMASA J. WHITING (1927; 1955). Bequest of Mrs. May C. W. Speare, in memory of her father — 5,159.50

*JAMES H. HASTE (1930; 1933-34; 1944). Bequest of James H. Haste, Class of 1894 — 241,074.18

WILLIAM THOMPSON REED MEMORIAL (1930; 1957). His father and mother and members of his family, in memory of William Thompson Reed, Class of 1929 — 12,565.34
"The income is awarded annually to a student of character and promise at the beginning of his Senior year."
Awarded 1959-1960 to Duncan McLean Kennedy.

*HENRY WALDO GREENOUGH (1931; 1937). Bequest of Henry Waldo Greenough, Class of 1889 — 2,000.00

*MONCRIEFF M. COCHRAN (1932). Bequest of Moncrieff M. Cochran, Class of 1900 — 2,500.00

*BANCROFT (1933). Bequest of Cecil K. Bancroft, Class of 1887, Registrar of Phillips Academy 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth Principal of Phillips Academy — 2,000.00

SCHUYLER BUSSING SERVISS MEMORIAL (1936). Mrs. Charlotte B. Serviss, in memory of her son, Class of 1898 — 5,000.00
Awarded 1959-1960 to Wayne Reimer Matson.

*OSGOOD JOHNSON (1937). Bequest of Helen O. Sprague, in memory of her grandfather, Principal 1833-37, and her father, Class of 1848. For New England-born students — 500.00

†DAVID AND LUCY HAYWARD SHAW (1939). Bequest of Lucy Hayward Shaw (Mrs. David) — 10,000.00

AUGUSTUS PORTER THOMPSON (1942). Mrs. Augustus P. Thompson, of Andover, in memory of her husband, Class of 1892 — 5,000.00
"The income is awarded annually to a boy who, in the judgment of the Headmaster, is outstanding in intelligence and character."
Awarded 1959-1960 to Elwood Bernard Boone, Jr.

*SUMNER SMITH (1943), Class of 1908. Balance of income after the Smith Hockey Cup (see page 80) — 1,142.31

JULIA E. DRINKWATER MEMORIAL (1944-56). Arthur Drinkwater, Class of 1896, and William Drinkwater, Class of 1900, in memory of their mother — 10,443.12
"The income is awarded annually to deserving students of character and promise and limited means."
Income from the William Drinkwater Fund currently added to that of this fund.
Awarded 1959-1960 to Robert Spencer Beale, Jr. and William Su-lian Cheng.

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.

CHARLES W. CARL (1944-46; 1950-53; 1955-56), Class of 1910 25,000.00
"Income to be used during his Senior year by an outstanding student who is a member of an Academy athletic team, and who, in a previous year, has received other scholarship aid from the Academy and has indicated his intention to enter Yale University."
Awarded 1959-1960 to Gerald MacDonald Shea.

RICHARD STRONG FOXWELL (1945). Mrs. Gilbert M. Foxwell, in memory of her son, Class of 1922 2,500.00
"Income to be awarded annually to a deserving student of limited means to meet the regular expenses of the school."
Awarded 1959-1960 to Andrew Wolfgang Teuber.

*ARTHUR L. KERRIGAN (1945), Class of 1915 2,500.00

*ABBOTT STEVENS (1945-46), Class of 1907. Trustee 1935-58; Treasurer 1949-58 20,000.00

HERBERT E. STILWELL (1945; 1954). Mr. and Mrs. Charles E. Stilwell, of Cleveland, Ohio, in memory of their son, Class of 1941, who was lost in the English Channel on a mission during the war 19,720.17
"Income to be awarded annually to a student of limited means who, in the judgment of the Headmaster, gives evidence of those qualities of character, initiative, leadership and loyalty which contribute to real American citizenship."
Awarded 1959-1960 to Stuart Henrik Edward Wrede.

CECIL K. BANCROFT (1946). Bequest of Mary E. Bancroft, in memory of her brother, Class of 1887, Registrar and Instructor at Phillips Academy, 1906-1932 3,000.00

*LEONARD A. HOCKSTADER (1946), Class of 1896 2,500.00

MOSES AUSTIN CARTLAND SHACKFORD (1946). Professor Martha Hale Shackford, of Wellesley, Mass., in memory of her brother, Class of 1891 5,000.00
"Income to be awarded annually to a boy of good character and of limited means, preferably from New Hampshire and preferably pursuing a classical course."
Awarded 1959-1960 to Eric William Petraske.

MACINTYRE (1946-47; 1951). John Livingston Macintyre, of the Class of 1942, Mrs. John L. Macintyre, and Mr. and Mrs. Mackenzie Macintyre, of Aurora, Ill., in memory of Mackenzie Macintyre's parents 12,100.34
"Net income is awarded annually to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship, qualities of leadership and wholesome influence in the general activities of the school."
Awarded 1959-1960 to James Richard Wessner.

*ROBERT D. MILLS (1947). Bequest of Robert D. Mills, Class of 1893 500.00

†GEORGE F. ROBERTS (1948). Bequest of Mary A. Roberts 2,000.00

RAY A. SHEPARD (1949-1950; 1953). Friends of Ray A. Shepard, Athletic Director of Phillips Academy, 1919-1949 2,595.35
"The income is awarded annually to a boy of limited means who has shown evidence of excellent character and marked ambition."
Awarded 1959-1960 to Howard Rogers Hardy.

SUISMAN FOUNDATION (1949-50; 1953; 1955-56). The Suisman Foundation, Inc., Edward A. Suisman, John R. Suisman, Class of 1955, Michael Suisman, Class of 1947, and Richard Suisman, Class of 1950 15,000.00
"Income is to be awarded annually to a student selected by the Scholarship Committee."
Awarded 1959-1960 to Peter Winship.

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.

*Newton-Hinman (1950). Ahlers Association, in honor of Frederick E. Newton, Class of 1893, and George W. Hinman, Class of 1894, former instructors at Phillips Academy and faculty guardians of the PBX Society 22,243.17

*Society Scholarships. The following funds for scholarship purposes were established through the generosity of the Secret Societies at the time of their dissolution.

*AGC Society (1950). The Rogers Associates, Inc. 24,461.94
Balance of income after the Benner Prize (see page 75)

*AUV Society (1950). AUV Corporation 35,000.00

*EDP Society (1950). The Eta Delta Phi Society 5,000.00
Balance of income after Schubert Award (see page 79)

*FLD Society (1950; 1956). The Davison Associates, Inc. 18,115.14

*KOA Society (1950). The Blodgett Association 35,176.17

*PAE Society (1950). The Cooley Association 35,000.00

*PBX Society (1950). (See Newton-Hinman, above)

*PLS Society (1950). Phi Lambda Sigma Association 17,000.00

*Anonymous (1951) 1,000.00

Richard Jewett Schweppe Memorial (1951-53; 1957-58). Mrs. Richard J. Schweppe, in memory of her husband, Class of 1896 38,000.00
"Income for a scholarship(s) to be awarded annually to a student who shows promise of leadership, responsibility and enthusiasm," and for a prize.
Awarded 1959-1960 to Fred Stuart Gass and Jack Vaughan Wales, Jr.

*Isabel C. McKenzie (1952). Bequest of Mrs. Isabel C. McKenzie 25,000.00

*AUV Society-James C. Graham Memorial (1955). AUV Corporation, in memory of James G. Graham, instructor at Phillips Academy, 1893-1937 10,500.00

Chauncey O'Neil (1955-1959). Edward O'Neil, II, Class of 1927, in memory of his father, Class of 1899 27,000.00
"The income to be awarded annually to a boy or boys from Western Pennsylvania."
Awarded 1959-1960 to Jacob Herman Heikkinen.

Horace Martin Poynter (1955-59). His wife, Elsie P. Poynter, and his sisters, Juliet J. Poynter and Harriet R. Poynter, in memory of Horace Martin Poynter, Class of 1896, instructor at Phillips Academy 1902-1945. Scholarship to be first awarded in 1960 22,598.36
Income partially subject to an annuity.

*G. Louise and Nelson Robinson (1955; 1957). Bequest of Mrs. G. Louise Robinson de Dombrowski; and in memory of her uncle, Nelson Robinson 890,395.57

Walter Brooks Memorial (1956). The Walter Brooks Foundation, in memory of Walter Brooks 30,000.00

Hamilton (1956-59). John D. M. Hamilton, Class of 1913, in memory of his father, J. D. M. Hamilton 16,738.44
"The income is to be used to assist a boy or boys who may be in need of financial aid and who reside in the United States west of the Mississippi River."
Awarded 1959-1960 to Stephen Ronald Hobson.

Evert W. Freeman (1956-58). Bequest of Evert W. Freeman, Class of 1917 29,380.23
"The income to be awarded annually to a student who shows promise of substantial accomplishment, but who for the time being is in financial need."
Awarded 1959-1960 to Peter Dearborn Brownrigg.

* For general scholarship purposes.

JOSEPH KAPLAN (1956-59). Joseph Kaplan and other donors 19,750.00
"The income is awarded annually at the end of the Senior year to a student, or students, of limited means for use in the freshman year at college, the award to be made with due regard to fine character and promise of adult usefulness."
Awarded 1959-1960 to Stephen Fredric Russey.

*LOUIS N. BENNETT MEMORIAL (1957-58). Bequest of Mrs. Josephine C. S. Blaisdell, in memory of her brother, Class of 1893 1,000.00

ALEXANDER ANGUS MCDONELL, JR. (1957-58). Mrs. Alexander Angus McDonell, in memory of her son, Class of 1935, who gave his life for his country as a member of the United States Air Force on June 20, 1944 21,435.06
Awarded 1959-1960 to George Byron Houpis.

*PUTNEY (1957). R. Emerson Putney, Class of 1928 5,067.82

*ANONYMOUS (1957-59). Income added to fund 4,672.69

WILLIAM DRINKWATER (1958). Bequest of William Drinkwater, Class of 1900. Unrestricted. Income currently added to that of the Julia E. Drinkwater Memorial Fund 25,111.11

INDIANA (1958-59). Bequest of James C. Thornton, Class of 1904. Preference to boys from Indiana. Income added to fund 7,408.89

*ALFRED O. HITCHCOCK, JR. (1959). Bequest of Alfred O. Hitchcock, Jr., Class of 1895 600.00

*HELEN DAVIS HOOD (1959). Bequest of Helen Davis Hood (Mrs. Gilbert H.) 5,000.00

MAY T. MORRISON (1959). May T. Morrison Estate 10,000.00
Awarded 1959-1960 to Shian MacLean

*HENRY MANN SILVER (1959). Bequest of Henry Mann Silver, Class of 1868 4,206.46

WILLIAM MADISON WOOD (1959). Cornelius A. Wood, Jr., Class of 1937, in memory of his grandfather. Income added to fund 1,302.00

*HORACE D. BELLIS (1960). Bequest of Horace D. Bellis, director of gymnasium 1901-02 108,080.05

*HARVEY DANN (1960). Income added to fund 270.00

* For general scholarship purposes.

ANNUAL GIFT SCHOLARSHIPS

ALAN FOX SCHOLARSHIP. "To be awarded each year in the amount of $500 to that boy in need of financial assistance who in the opinion of the faculty gives promise of attaining the same breadth of character and intellect as had the man in whose memory this scholarship is given." Sustained (since 1942) by Joseph C. Fox, Class of 1934, in memory of his father, Alan Fox, Class of 1899. Awarded 1959-1960 to Lawrence Michael Butler.

PHILIP B. STEWART SCHOLARSHIP(S). $1,500. To be used for not more than two scholarships in the Senior class. Sustained (since 1959) by the Sarah Frances Hutchinson Cowles Fund, Inc., in memory of Philip B. Stewart, Class of 1882. Awarded 1959-1960 to David Brownell Moon, Jr. and Dennis Michael O'Brien.

THE NEW ENGLAND SOCIETY IN THE CITY OF NEW YORK. Award of $500 to a boy from New York Metropolitan Area. Sustained (since 1959) by The New England Society in the City of New York. Awarded 1959-1960 to Peter Egon Svastich.

ALUMNI REPRESENTATIVES

(Arranged alphabetically by state. Foreign countries at end of listing)

Whenever possible, it is highly desirable that candidates come to Andover for a personal interview with the Director of Admissions, the Admissions Officer, or one of the interviewing officers. Candidates unable to visit Andover may themselves arrange an interview with one of the Alumni Representatives listed below, who will be glad to meet with candidates at a mutually convenient time. Whether the interview is at Andover or elsewhere, an appointment should be made in advance. Attention is called to the office hours listed on page 16.

ALABAMA

Birmingham

ROBERT B. DONWORTH, JR., '42
White, Bradley, Aran, All & Rose
2100 Cormer Bldg.

ROBERT C. FORD, '29

THOMAS C. FORD, '26
Ford Tool & Carbide Co.
3716 Tenth Ave.

ARIZONA

Amado

KEITH S. BROWN, '31
Tucson-Nogales Star Route,
Box 430

Phoenix

HOWARD K. BROWN, JR., '31
P.O. Box 190

Tucson

JOHN S. GREENWAY, '42
1634 North Olsen Ave.

ARKANSAS

Little Rock

GEORGE M. HAMPTON, '25
502 Union National Bank Bldg.

ROBERT L. GRIFFIN, '48
2107 North Palm St.

CALIFORNIA

Davis

DONALD M. REYNOLDS, '38
University of California
Department of Bacteriology

Los Angeles

BENJAMIN H. DORMAN, '25
10841 Wilkins Ave.

H. BURT REITER, '25
The Prudential Insurance Co.
5757 Wilshire Blvd.

WILLIS E. URICK, '34
1100 Roosevelt Bldg.
727 West Seventh St.

EDWARD S. WASHBURN, '33
810 South Spring St.

Marysville

HAROLD S. EDWARDS, '28
Route 3, Box 1300

San Diego

WILLIAM T. ADAMS, '28
Teawell & Shoemaker, Inc.
2120 Fourth St.

GEORGE E. MUMBY, '24
5001 College Ave.

San Francisco

SHERMAN CHICKERING, '29
111 Sutter St.

TREVOR A. CUSHMAN, JR., '34
American Airlines
345 Powell St.

FRANCES V. KEESLING, JR., '26
605 Market St.

WILLIAM H. KEESLING, '30
Allan, Miller, Grotzinger, Keesling
& Martin
400 Montgomery St.

Santa Barbara

MANCEL T. CLARK, JR., '28
400 Hot Springs Rd.

COLORADO

Colorado Springs

B. DONALD SMITH, JR., '30
Second St., Broadmoor

Denver

RICHARD M. DAVIS, '29
860 Gaylord St.

JOHN F. MALO, '40
2455 South Jackson St.

JOHN C. MITCHELL, 2ND, '34
2601 South Sheridan Blvd.

DAVID C. WILHELM, '38
740 High St.

CONNECTICUT

Southport

JOSEPH ALLEN, '33
46 Willow St.

West Hartford

FRED I. KENT, II, '38
350 North Steele Rd.

J. READ MURPHY, '38
50 Lexington Rd.

DELAWARE
Wilmington
Hon. Caleb R. Layton, III, '26
P.O. Box 46

DISTRICT OF COLUMBIA
Washington
R. Dennison Coursen, '36
5410 Duvall Dr., N.W.
David W. Kendall, '20
Apt. 21, 2101 Connecticut Ave.
A. Murray Preston, '31
Craighill, Aiello & Preston
725 15th St., N.W.

FLORIDA
Jacksonville
Laurence F. Lee, Jr., '40
Peninsular Life Insurance Co.
Arthur W. Milam, '45
P.O. Box 58
Miami
D. Pierre G. Cameron, '21
Ransom School
3575 Main Highway
Coconut Grove
Sarasota
Parker C. Banzhaf, '38
3435 Sea Grape Dr.

GEORGIA
Atlanta
Frank F. Ford, '32
1015 Chattahoochee Ave., N.W.
Robert A. Sears, M.D., '35
340 Boulevard

IDAHO
Boise
Richard W. Hirst, '28
1210 Happy Dr.

ILLINOIS
Chicago
Gardner Brown, '24
30 West Monroe St.
Jerome K. Freedman, M.D., '47
Apt. 7-3, 210 East Pearson St.
Northfield
W. Newton Burdick, Jr., '35
217 Dickens Rd.
Skokie
R. Neison Harris, '32
9444 Skokie Blvd.
Peoria
Charles H. Kellogg, '35
908 Stratford Dr.

INDIANA
Indianapolis
Robert B. Failey, Jr., M.D., '34
57 East 57th St.
C. Perry Griffith, '45
1455 East 77th St.

IOWA
Clinton
Eugene J. Curtis, Jr., '38
114 12th Ave., S.
Davenport
Alan S. Howard, '27
2432 Fulton Ave.
Des Moines
William C. Mennel, '36
1072 31st St.

KENTUCKY
Louisville
William H. Abell, '28
Commonwealth Life Insurance Co.
4th and Broadway, 21st floor
Samuel S. Caldwell, Jr., '29
Route 1, Box 404, Anchorage

LOUISIANA
New Orleans
C. Horton Smith, II, '28
108 Duplessis St.
Philip R. Toohey, '42
405 Hibernia Bank Bldg.
Shreveport
Donald A. Raymond, Jr., '32
1132 Erie St.

MAINE
Auburn
Willis A. Trafton, Jr., '36
323 Minot Ave.
Waterville
Richard N. Dyer, '38
Director of Public Relations
Colby College

MARYLAND
Annapolis
H. Richard Duden, '43
49 Maryland Ave.
Baltimore
Dr. Winston H. Price, '40
209 Edgevale Rd.

MICHIGAN
Detroit
Frederick G. Bahr, '47
2046 Penobscot Bldg.
William G. Butler, '30
3456 Penobscot Bldg.
Rt. Rev. Richard S. Emrich, '27
63 East Hancock Ave.
William H. Ledyard, '29
Ledell Forge & Mfg. Co.
8335 St. Aubin St.
Russell H. Lucas, '12
833 Penobscot Bldg.

Muskegon
WILLIAM G. DWYER, '33
Box 454
St. Clair
GEORGE H. HUNT, JR., '37
904 North Riverside

MINNESOTA
Duluth
ROBERT S. MARS, '15
3525 East Second St.
C. DOUGLAS WALKER, '18
2131 Woodland Ave.
Minneapolis
JOHN H. MACMILLAN, JR., '12
Cargill Elevator Co.
200 Grain Exch.
A. LACHLAN REED, '35
Minneapolis-Honeywell Regulator Co.
ARNE L. SCHOELLER, '48
1430 Rand Twr.
J. KIMBALL WHITNEY, '46
Route 5, Wayzata
WHEELOCK WHITNEY, JR., '44
Box 50, Route 5, Wayzata

MISSISSIPPI
Jackson
WILLIAM D. LYNCH, '38
134 Chippena Cir.

MISSOURI
Kansas City
LOUIS H. EHRLICH, JR., '26
Rothenberg & Schloss Cigar Co.
932 Broadway
THOMAS H. LAWRENCE, JR., '31
6012 Morningside Dr.
RICHARD H. SEARS, '20
The Barstow School
4950 Cherry St.
St. Joseph
F. GREGG THOMPSON, JR., M.D., '17
902 Edmond St.
St. Louis
JOHN SHEPLEY, '42
503 Locust St.
University City
GEORGE B. ATWOOD, '22
6345 Washington St.

MONTANA
Billings
LAWRENCE BARKER, '38
2620 Woody Dr.
Great Falls
CHARLES A. BOVEY, '26
Box 1653
Philipsburg
F. WILLIAM VIETOR, '37
Rocking Chair Ranch

NEBRASKA
Omaha
JAMES A. C. KENNEDY, JR., '33
1502 City National Bank

NEVADA
Deeth
WILLIAM B. WRIGHT, JR., '50
Mary's River Ranch
Gardnerville
JOHN CROSBY, JR., '16

NEW MEXICO
Albuquerque
GREGORY H. ILLANES, JR., '38
424 12th St., N.W.
ROBERT J. NORDHAUS, '27
Route 2, Box 710

NEW YORK
Amsterdam
LEON H. YOUNG, '20
22 Summit Ave.
Buffalo
E. BARTON CHAPIN, JR., '36
115 North Harlem Rd., Snyder
HAROLD P. RICH, '25
16 Clarendon Pl.
Ithaca
MICHAEL H. CARDOZO, '28
208 Dearborn Pl.
ANDREW SCHULTZ, JR., '32
230 Renwick Dr.
New York City
BROMWELL AULT, '18
50 East 77th St.
PRESCOTT S. BUSH, JR., '40
Johnson & Higgins
63 Wall St.
PETER CAPRA, '22
Boys' Club of New York
287 East 10th St.
JOSEPH C. FOX, '34
Kidder, Peabody & Co.
17 Wall St.
WILLIAM D. HART, '36
White & Case
14 Wall St.
FRANK L. LUCE, JR., '27
300 Park Ave.
JOHN M. MCGAULEY, '29
New England Life
400 Park Ave.
WILLIAM C. RIDGWAY, JR., '25
Crum & Forster Securities Corp.
110 William St.
J. ALEX SMITH, '18
McKinsey & Co.
60 East 42nd St.

Poughkeepsie
PAUL L. NASH, '49
178 Duchess Turnpike
Rochester
JOHN H. CASTLE, JR., '34
Wilmot Castle Co.
1777 East Henrietta Rd.
SAMUEL P. CONNOR, JR., '24
Amsden-Connor-Mitchell, Inc.
146 Broad St.
MARTIN H. DONAHOE, JR., '31
343 State St.
RICHARD T. MITCHELL, '31
146 Broad St.
Rye
BERNARD L. BOYLE, JR., '27
38 Highland Rd.
Syracuse
DAVID H. NORTHRUP, '32
205 DeWitt St.
HARRY G. REMINGTON, '23
119 Hampton Rd.

NORTH CAROLINA
Charlotte 5
HOWARD SNOW, '21
2900 St. Andrews Lane
Durham
PEREGRINE WHITE, '29
2712 Legion Ave.

NORTH DAKOTA
Fargo
THOMAS L. POWERS, '20
1617 Seventh St., S.

OHIO
Cincinnati
RT. REV. HENRY W. HOBSON, '10
412 Sycamore St.
FLETCHER E. NYCE, '26
The Central Trust Company
JAMES P. ORR, '42
960 Shawnee Run Rd.
WILFORD L. ROMNEY, '19
7 Sylvan Ln., Wyoming
DAVID WATT, '27
7150 Fair Oaks Dr.
Cleveland
JAMES R. STEWART, '27
1144 Union Commerce Bldg.
Cleveland Heights
EDWARD BARTLETT, '25
2572 Stratford Rd.
EDWARD D. YOST, '47
3137 Fairfax Rd.
Dayton
LOUIS POLK, JR., '49
Sheffield Corporation
Granville
GEORGE W. CHESSMAN, '37
Briarwood Rd.
ROBERT H. CORY, JR., '32
Burg St.

OKLAHOMA
Bartlesville
CARL M. ELKAN, '35
3501 Woodlawn Rd.
Oklahoma City
JOHN H. EDWARDS, '22
611 Glove Life Bldg.
Tulsa
REGINALD D. BARNES, '32
2020 East 38th St.

OREGON
Klamath Falls
FREDERICK W. HAYES, '45
2053 Lawrence St.
Portland
RALPH C. ANGELL, JR., '32
2736 S.W. Talbot Rd.
EDMUND HAYES, JR., '44
4256 S.W. Patrick Pl.

PENNSYLVANIA
Chambersburg
JOHN M. SHARPE, JR., '46
257 Lincoln Way, E.
Indiana
D. HALL BLAIR
143 North Sixth St.
Narberth
TOLBERT N. RICHARDSON, JR., '27
50 Righter's Mill Rd.
Philadelphia
PAUL MALONEY, '26
Pepper, Bodine, Frick, Scheetz & Hamilton
2001 Fidelity-Philadelphia Trust Bldg.
Pittsburgh
ROBERT S. KIMBALL, JR., '27
136 Beech St.
EDWARD O'NEIL, '27
P.O. Box 1692
Scranton
W. LAWSON CHAMBERLIN, '34
Chamberlin & Clarke
Northeastern National Bank Bldg.
Strafford
NATHANIEL M. CARTMELL, JR., '42
120 Hillside Rd.
Waverly
JAMES W. VIPOND, '30
Waverly Dalton Rd.
Wayne
ROBERT SCHAFER, '29

SOUTH CAROLINA
North Charleston
SCOTT V. WALKER, '38
P.O. Box 5287
Columbia
JOHN R. CRAFT, '29
Columbia Museum of Art
Senate & Bull Sts.
Spartanburg
HARRY J. GROBLEWSKI, '36
Spartanburg Day School

SOUTH DAKOTA
Mobridge
REV. GEORGE P. PIERCE, '49
Box 327

TENNESSEE
Knoxville
ROBERT M. BOARTS, '22
University of Tennessee
Memphis
HENRY LOEB, III, '39
2951 Tishomingo
Nashville
ROBERT L. GWINN, '29
Brush, Hutchinson & Gwinn
717 West End Ave.

TEXAS
Amarillo
EDWARD L. ROBERTS, '06
2211 Harrison St.
Austin
LLOYD P. FARRAR, '52
University of Texas
(Not available in '60-'61)
Dallas
WILLIAM M. REED, 2ND, '41
1933 Elm
JOHN R. SEARS, '36
6019 St. Andrews Dr.
El Paso
JOHN D. MASON, JR., '52
1518 Bradford Ave.
Fort Worth
EDWIN S. RYAN, '49
1700 Catalina Dr.
Houston
GEORGE H. W. BUSH, '42
1701 Houston Club Bldg.
WILLIAM A. KIRKLAND, '15
First National Bank, P.O. Box 2557
ROBERT U. PARISH, '43
2103 Briarglen
LOVETT C. PETERS, '32
P.O. Box 2197
San Antonio
JOHN M. BENNETT, JR., '27
417 West Dewey Pl.
CLAIR D. RUBLEE, JR., '46
204 Crescent Dr.
Waco
WILLIAM F. NEALE, JR., '44
Route 7, Box 323

UTAH
Salt Lake City
C. CHAUNCEY HALL, M.D., '41
2652 East 6200 South

VIRGINIA
Charlottesville
NOBLE T. MACFARLANE, '16
P.O. Box 3606, University Station
McLean
HERBERT SCOVILLE, JR., '33
101 Old Georgetown Pike
Norfolk
JERE A. KLOTZ, M.D., '41
6412 Whittier Dr.
Richmond
RANDOLPH C. HARRISON, JR., '41
215 Sunset Dr.
THOMAS WALKER, M.D., '28
Richmond Memorial Hospital
1300 Westwood Ave.

WASHINGTON
Seattle
HUGH P. BRADY, '10
821 Skinner Bldg.
PENDLETON MILLER, '28
711 Central Bldg.
MOSE SMITH, III, M.D., '48
USNR, Box 2, Navy 127, c/o P.M.
Spokane
SAMUEL L. GALLAND, '25
2414 West Second Ave.
Tacoma
HOWARD S. REED, '45
Weyerhaeuser Timber Co.
P.O. Box 1645

WEST VIRGINIA
Charleston
WILLIAM A. PUGH, '39
15 Grosscup Rd.
Wheeling
MARSHALL T. GLEASON, JR., '13
Shawnee Hills

WISCONSIN
Milwaukee
ROBERT A. UIHLEIN, JR., '34
235 West Galena St.

WYOMING
Casper
J. A. PADON, JR., '39
213 Cottman Bldg.
Laramie
VERY REV. OTIS G. JACKSON, '20
Box 963

BERMUDA
Hamilton
HUGH C. MASTERS, '40

CANAL ZONE
Balboa
ROBERT J. BOYD, JR., '48
Box 2013

COLOMBIA
Bogota
WILLIAM H. HATHAWAY, '41
The Rockefeller Foundation
Apartado Aereo 58-13

CUBA
Havana
WILLIAM ADAMS, 3RD, '44
First National City Bank of New York
402 Calle Presidente Zayas

ENGLAND
London
LAURENCE W. M. VINEY, '38
44 Great Queen St., W.C. 2

GUATEMALA
Guatemala City
JOHN L. WHITBECK, '40
4A Ave. Sur 34

PUERTO RICO
San Juan
GUILLERMO E. GONZALEZ, JR., '50
Caribe Motors Corp.
P.O. Box 2272

VENEZUELA
Caracas
THOMAS D. HOGAN, II, '49
Apartado 1615
ALBERTO J. VOLLMER, '42
Avenida Vollmer No. 1
San Bernardino

STUDENTS—1959-1960

GEOGRAPHICAL REPRESENTATION

Arizona	3	Montana	1	Wyoming	1
Arkansas	6	Nebraska	1	Argentina	1
California	42	New Hampshire	19	Canada	2
Colorado	11	New Jersey	41	China	1
Connecticut	92	New Mexico	3	Colombia	2
Delaware	2	New York	122	El Salvador	1
District of Columbia	10	North Carolina	22	England	1
Florida	9	Ohio	10	Finland	1
Georgia	5	Oklahoma	1	Germany	2
Hawaii	1	Oregon	3	Greece	1
Idaho	1	Pennsylvania	34	Italy	2
Illinois	27	Rhode Island	6	Mexico	1
Indiana	1	South Carolina	4	Netherlands	1
Iowa	4	Tennessee	3	Pakistan	1
Kentucky	10	Texas	13	Peru	2
Maine	14	Utah	1	Puerto Rico	1
Maryland	7	Vermont	6	Venezuela	2
Massachusetts	216	Virginia	17	Virgin Islands	4
Michigan	10	Washington	1		
Minnesota	5	West Virginia	2		819
Mississippi	2	Wisconsin	4		

CLASSIFICATION

Seniors	251
Upper Middlers	224
Lower Middlers	198
Juniors	146
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SENIORS

Abbott, Edwin Hunt
Weston
Albright, Robert Taft, Jr.
New York, N. Y.
Allis, Nicholas Roberts
Mountain Lakes, N. J.
Almquist, David Ezra
Keene, N. H.
Archibald, John Lion Gardiner
Concord
Arens, Edward August
Ardsley-on-Hudson, N. Y.
Atkinson, Jonathan Pierpont
Brookline

Bailhé, John Davis
Wilton, Conn.
Barton, Joseph Edward
Andover
Baskir, Mark Alan
Brooklyn, N. Y.
Bass, Sid Richardson
Fort Worth, Tex.
Bassett, Michael Howes
Hamden, Conn.
Bates, Channing Delano
Santa Barbara, Calif.
Baum, John Pinson, Jr.
Milledgeville, Ga.
Beale, Robert Spencer, Jr.
Durham, N. C.
Beck, Peter Kristian
Andover
Bell, Alan Barry
Revere
Bender, David Bowman
Cambridge
Bierman, James Henry
San Francisco, Calif.
Biklen, Stephen Clinton
Westport, Conn.

Bissell, John Albert
San José, Calif.
Blair, James Sutton, II
Indiana, Pa.
Boddy, Edward Humphrey
Andover
Bourne, Richard Wyndham
Danville, Va.
Bradford, Charles Edward
Cambridge
Brown. Owen Joseph, III
Wellesley Hills
Brown, Peter Cooper
Louisville, Ky.
Brown, William Gardner
Lake Forest, Ill.
Browne, Alexander Cumnock
Louisville, Ky.
Brownrigg, Peter Dearborn
Leesburg, Va.
Burlingame, Michael Ashton
Washington, D. C.
Butler, Lawrence Michael
Chelsea

Cahners, John Douglas
New Rochelle, N. Y.
Cahners, Robert Merrill
Brookline
Campion, Thomas Baird, Jr.
Bronxville, N. Y.
Candler, James Nall, Jr.
Grosse Pointe Farms, Mich.
Carota, Noel Farrell
Milton
Castello, Joseph William
Bridgeport, Conn.
Cecill, Robert Van Dyke
Boxford
Chambliss, Bruce Phillips
Davis, Calif.
Chapman, Arnold Dickinson
Cleveland, Ohio
Cheng, William Su-lian
State College, Pa.
Chirurg, James Thomas, Jr.
Danvers
Church, Michael Cheever
St. Thomas, Virgin Islands
Clark, Edgar Erastus, Jr.
Playa Del Rey, Calif.
Clifford, James Henry, 3d
Rye Beach, N. H.
Cochran, Moncrieff Mitchell, III
South Orleans
Collado, Emilio Gabriel, III
Roslyn, N. Y.
Combe, Andrew John
Greenwich, Conn.
Courtnell, Paul Wilson Archibald, Jr.
Chatham
Cutcliffe, Conrad Mylinn
Reading

Danforth, Nicholas Wellington
Weston
Daniel, John Morgan
Farmers Branch, Tex.
Daniels, Alfred Arthur
Peabody
Dann, Tyler
Pawling, N. Y.
Darnton, John Townsend
New York, N. Y.
Datlowe, Dayton Wood
Armonk, N. Y.
Davis, Norman Davenport
Dover, N. H.
Dingilian, Steven Michael
New York, N. Y.
Dinolt, George Walter
Putnam, Conn.
Doak, John Hunt
Shelbyville, Ky.
Dougherty, John Dennis, Jr.
Hingham
Douglas, Earl Williamson, Jr.
Weldon, N. C.
Drooker, Michael Stephen
Nahant
Dubocq, William Edmund, III
Andover
Dulles, Frederick Hendrik
New York, N. Y.
Dumas, David Warner
Amesbury

Easton, Stephen Whitney
Barrington, R. I.
Edgerly, David Leighton
Windsor, Vt.
Edwards, Samuel Dyer
Stanford, Calif.
Egleston, Oliver Wallace
Wellesley Hills
Ellegood, Richard McMurray
Encino, Calif.
Engvall, Charles Andrew, Jr.
Medford
Enos, Joseph Clive, III
West Acton
Espovich, Richard David
Haverhill
Evans, Edward Parker
Greenwich, Conn.

Fennerty, Harry Atkinson, Jr.
Tucson, Ariz.

Ferguson, William Rotch
Milford, N. H.
Filion, Richard Henry
Somersworth, N. H.
Fleming, William Waddell
Cold Spring, N. Y.
Flye, John Allen
Andover
Forster, Dale Edward
Portland, Ore.
Forsythe, Carl Stanford, III
Greenwich, Conn.
Foster, Whitney Pray
West Newton
Fox, Alan Loomis
Glens Falls, N. Y.
Fox, Frederick Louvane
Keene, N. H.
French, Perrin Lindol
San Francisco, Calif.
Friedberg, Carl Edwin
Scranton, Pa.
Fuller, George
Woodside, Calif.

Gardner, Dorsey Robertson
Springdale, Conn.
Garni, Kenneth Fyfe
Lima, Peru, S. A.
Gillis, Laurence Joseph
Revere
Givens, Samuel Oliver
Chicago, Ill.
Goldin, Stevan Bart
Greenport, L. I., N. Y.
Goldstein, Richard Lynn
Rochester, N. Y.
Goodell, Charles Ellsworth
Jamestown, N. Y.
Gordon, Frederic Adam
New Haven, Conn.
Gould, William Alfred
Portsmouth, N. H.
Grant, David William
Winchester
Griffin, Charles Anthony
Portsmouth, N. H.
Griffith, Arnold Koons
Saunderstown, R. I.

Hagemann, Peter Hans
Panama City, Fla.
Hagenbuckle, Roderick Emerson
West Newton
Hanson, Charles William Davenport, Jr.
New York, N. Y.
Hardy, Howard Rogers
Reading
Harrison, Edward Webb, Jr.
Princeton, N. J.
Hartnett, John Gillespie
Dover, N. H.
Hayes, Jonathan Armstrong
Southboro
Heerwagen, Dean Reese
Springfield, N. J.
Heinz, Charles Howard
Pittsburgh, Pa.
Helbig, Frederic Edward Joseph
Ghent, N. Y.
Hess, Robert Pratt
Durham, N. C.
Hesser, James Craig
Charlotte, N. C.
Hetherington, Robert Alexander, Jr.
Ridgewood, N. J.
Hile, Howard Brand
Chatham, N. J.
Horvitz, Paul Shindler
Santurce, Puerto Rico
Hunter, Michael
Sewickley, Pa.
Huxley, Robert Daniel
Greenwich, Conn.

Ingelfinger, Joseph Abbott
Cambridge
Ingham, Jonathan
Morristown, N. J.

Jessup, Nathaniel Foote
Wilton, Conn.

Kendrick, Charles Richard, Jr.
Denver, Colo.
Kennedy, David Alva
Tampa, Fla.
Kennedy, Duncan McLean
Cambridge
Kenny, Thomas Frederick, II
Montclair, N. J.
Kessler, Charles Crane
Lynnfield
King, John Scott
Upper Montclair, N. J.
Kingston, William Howard, III
Moorestown, N. J.
Kip, Nicholas Van Houten
Marblehead
Kleven, Thomas Eliot
Swampscott
Koehler, Ben Williams
Boonton, N. J.

Lacey, Donald Orr, Jr.
Washington, D. C.

Larned, William Jenison
Grand Rapids, Mich.
Lauppé, Carl, III
Charlotte, N. C.
Lawrence, Larry Jay
Riverside, Conn.
Leadbitter, Robert Gale
Andover
Leader, Sheldon Lawrence
Caracas, Venezuela, S. A.
Leavell, Charles Scurry
El Paso, Tex.
Leavitt, Edward Ashley
Andover
Lee, Anthony Davis
Short Hills, N. J.
Lee, Peter Wuntuh
New York, N. Y.
Leete, Richard Lawrence
Andover
LeRoy, Robert Livingston
Simsbury, Conn.
Levin, Roger Bert
Little Silver, N. J.
Lincoln, Daniel Bellamy
West Point, N. Y.

MacAdam, Robert Bruce
Andover
McCaffrey, Barry Richard
Charleston, S. C.
McChristian, Joseph Alexander, Jr.
New York, N. Y.
MacInnis, Ronald
Malden
McKee, Christopher Fulton
Wright-Patterson AFB, Ohio
MacKenzie, Ralph Snow
Brewster
MacLean, Shian
Exira, Ia.
McMullen, Terence Perry
Wassenaar, Netherlands
Macmillan, Miller Lash
Washington, D. C.
Maier, Ward Reynolds
Kensington, Conn.
Mandelbaum, Peter Jay
New York, N. Y.
Martin, Edward Fontaine
Darien, Conn.
Masland, Richard Harry
Washington, D. C.
Matson, Wayne Reimer
Lowell
Maxon, James Howard, Jr.
El Paso, Tex.
Miller, Elliot Stuart
Rye, N. Y.
Mills, Edward Shorney
New Canaan, Conn.
Mitchell, John Clark, III
Denver, Colo.
Mock, Frederic Jacob
Princeton, N. J.
Moffat, Stephen Ayres
Palo Alto, Calif.
Molé, Harvey Edward, III
Summit, N. J.
Moon, David Brownell, Jr.
La Jolla, Calif.
Moore, Christopher Grant
Denver, Colo.
Morgan, Stevenson Demuth
Tuxedo Park, N. Y.
Mudd, Henry Thomas, Jr.
Los Angeles, Calif.

Nelson, David MacKenzie
Reading
Newton, James Armstrong
Westboro
Nields, John Whitelaw, Jr.
New York, N. Y.
Novick, Robert Arthur
Lowell

O'Brien, Dennis Michael
New York, N. Y.
Okie, James Platt, Jr.
Willoughby, Ohio
Olivetti, David Camillo
Andover
Opal, Chet Brian
San Francisco, Calif.
Ostrom, Mitchell Frederik
Riverside, Conn.

Parker, Everett Humphreys, Jr.
Denver, Colo.
Passin, Thomas Britt
Chicago, Ill.
Peckham, Francis Baring, Jr.
Ridgefield, Conn.
Petraske, Eric William
Nashua, N. H.
Pojidaeff, Dimitri
Alexandria, Va.
Posner, Michael Kagan
Ludlow
Prahl, Joseph Markel
Harvard
Putnam, Jeffrey Lockwood
Darien, Conn.

Quattlebaum, Edwin Gustavus, III
Rockford, Ill.
Quinn, Martin
San Francisco, Calif.

Rasch, Immo Arnulf
Berlin-Kladow, Germany
Renner, Robert Allen
Baltimore, Md.
Reynolds, William Bradford
Greenville, Del.
Rhinelander, Charles Meredith
Charlottesville, Va.
Richardson, Stuart Hancock
Staten Island, N. Y.
Robison, Thornton Edwin
Palo Alto, Calif.
Rodnick, Jonathan Eliot
Durham, N. C.
Ross, Allen
Norwich, Conn.
Ross, Richard Rand
Whitestone, N. Y.
Ruskin, Robert Bruce
Galveston, Tex.
Russ, Robert Wilkinson
Hancock, N. H.

Sanderson, Colin
Marion
Sanderson, Robert
Marion
Saxton, Nicholas Hunnewell
Framingham Centre
Scharf, Michael Jay
Sands Point, L. I., N. Y.
Schulman, Richard Alan
Waban
Scott, Gordon Lewis
Wayzata, Minn.
Secrist, Lee Jenkyns
Tucson, Ariz.
Sedam, Marvin Gerald, II
York, Pa.
Seifert, William Frederick, Jr.
Rockford, Ill.
Seitz, Joachim
Urbana, Ill.
Shea, Gerald MacDonald
Salem
Sheehy, Daniel Joseph
Andover
Sheptow, Allen Harrison
Erie, Pa.
Sherman, William Delano
San Francisco, Calif.
Shimp, Jerome Spencer
Whitehouse Station, N. J.
Shulman, Seth David
Brookline
Slosberg, David Hirsch
Gardiner, Me.
Smith, Charles Duryea, IV
Alfred, N. Y.
Smith, Laird Kenneth
Oceanside, L. I., N. Y.
Smolens, John Holmes
Chatham, N. J.
Speare, Jonathan
Weston
Spencer, Dana Maturin
Laconia, N. H.
Spitzer, Nicholas Canaday
Princeton, N. J.
Stevens, Handley Michael Gambrell
Sussex, England
Sullivan, James Roger, Jr.
Fall River

Teuber, Andrew Wolfgang
Dobbs Ferry, N. Y.
Todd, Frederick Wilson
Truro
Todd, Thomas Cabell, Jr.
Bristol, Tenn.
Tompkins, Boylston Adams, III
Hudson Heights, P. Q., Canada
Trowbridge, Thomas Rutherford
New Britain, Conn.
Tulp, Arnold Sheffield
Rumson, N. J.
Turchik, James Buda
Trumbull, Conn.

Velie, Franklin Bell
Great Neck, N. Y.

Walton, Augustus Berry, Jr.
Little Rock, Ark.
Ward, Allen Mason, Jr.
Andover
Webb, Bradford Ernest, Jr.
Andover
Weidenhammer, John Anker
Southport, Conn.
Whitesides, Thomas Haile
Anchorage, Ky.
Wickham, Woodward Adams, Jr.
Jackson, Mich.
Wickwire, Ward Alington, III
Sewickley, Pa.
Williams, Anthony Brackett
Walpole
Williams, Robert Angus, Jr.
Lisbon, Ohio
Williamson, John Butler
Winter Park, Fla.
Winebrenner, John Taylor
New Oxford, Pa.
Winter, Wallace Charles, III
Lake Forest, Ill.
Wise, Hugh Douglas, III
Princeton, N. J.

Woll, Edward, Jr.
Wenham
Wood, Jeremy Scott
Upper Montclair, N. J.
Woods, Ward Wison, Jr.
La Jolla, Calif.

Ziegler, Karl August
Elmhurst, N. Y.
Ziegler, William Russell
Wilton, Conn.

UPPER MIDDLERS

Accetta, Anthony Thomas
New York, N. Y.
Allen, Claxton Edmonds, III
New York, N. Y.
Atkinson, Kim Wells
Rome, Italy
Austin, David Elbert
Norton

Barker, James Robertson
New Canaan, Conn.
Barnaby, John Robbins
South Lincoln
Barnes, James Walter
Montrose, Pa.
Bartlett, George Martin
Riverside, Calif.
Batham, Michael Allan
Andover
Benson, Victor Mark
Bristol, Conn.
Bisgard, William Dewey
Harlan, Ia.
Blatt, Philip Mark
Haverstraw, N. Y.
Boone, Elwood Bernard, Jr.
Ettrick, Va.
Bragg, Morgan Stevenson
Greenwich, Conn.
Brayton, Thomas Mark
Herkimer, N. Y.
Bremer, Duncan Struthers
New Canaan, Conn.
Burling, Stephen Sewall
East Orleans
Butler, John Allington
Grosse Pointe Farms, Mich.

Cabot, Edmund Billings
Weston
Carroll, Dudley DeWitt, III
Darien, Conn.
Carson, Hugh Lindsay
Syracuse, N. Y.
Carter, Charles Landon
St. Peter, Minn.
Charnas, Jonathan
New York, N. Y.
Charnas, Robert David
Harrison, N. Y.

Cleveland, Arthur Bruce
Fitzwilliam, N. H.
Clift, Robert Creighton
Andover
Cobb, Bayless Earl, IV
Fort Smith, Ark.
Cohen, Andrew David
Roslyn Heights, L. I., N. Y.
Cohen, Michael Victor
New York, N. Y.
Cohen, Richard Michael
Chelsea
Collins, George Fulton, III
Tulsa, Okla.
Conrad, Bruce Phillips
Davis, Calif.
Constantinides, Charles Lawrence, III
Los Gatos, Calif.
Cook, Carey Orr
Winnetka, Ill.
Cook, Newell Choice, Jr.
Schenectady, N. Y.
Corey, James Edward
South Portland, Me.
Cox, Edward Vermilye, III
Oyster Bay, L. I., N. Y.
Cross, Dennis William
Grosse Pointe Shores, Mich.
Cummings, William Charles, III
Janesville, Wis.
Cuthbertson, Clive Thomas
Greenwich, Conn.
Cuthbertson, Frederick Maitland
Riverside, Conn.

Davis, Donald Benjamin
Waco, Tex.
deMare, Gregory Moore
Saugerties, N. Y.
Dolben, Joseph Alfred
Winchester
Donahue, Thomas Bradley, Jr.
Atlanta, Ga.
Dove, Christopher Stone
Oak Park, Ill.
Drayton, William Astor, Jr.
New York, N. Y.
Driver, Ross Norman
Andover

Dudan, William Wade
West Nyack, N. Y.
DuHamel, Thomas Roland
Salem Depot, N. H.
Durfee, Alan Hetherington
South Hadley
Durham, Roy Alan
New York, N. Y.
Durrance, Richard Sherman
Aspen, Colo.
Durston, James Shields
Lumberton, N. C.
Dwyer, Cornelius John
New York, N. Y.

Eastman, Dwight Reid
Lake Forest, Ill.
Elkin, Paul Stephen
Newburyport
Emmer-Szerbesko, Claus Dietrich
Caracas, Venezuela, S. A.
Engel, John
Great Neck, N. Y.
Evans, David Huhn, Jr.
North Andover
Evslin, Tom Isaac
New Rochelle, N. Y.
Ewell, John Woodruff, Jr.
Northford, Conn.

Fay, William North
York, Pa.
Field, James Oliver
Winchester
Fisher, Ernest Wilkin
Cedar Grove, N. J.
Fitts, Daniel Hewitt
Andover
Flaherty, Craig Edward
Everett
Foster, Mark Wingate
Fairfield, Conn.
Foster, Richard Wilson
Andover
Fuller, John Malcolm, Jr.
Hillsborough, Calif.
Fuller, Peter Charles
North Attleboro

Gallaudet, Denison
Little Compton, R. I.
Gamm, Peter Edward
Charlotte, N. C.
Gass, Fred Stuart
Greencastle, Ind.
Gaud, William Steen, III
Charleston, S. C.
Gibson, David Beckwith
Sewickley, Pa.
Gilbert, Timothy Prout
Denver, Colo.
Glenn, Richard Murray Cunningham, III
Woodbury, Conn.
Goff, Frederick Pollard
Barranquilla, Colombia, S. A.
Goltz, Theodore Hugh
Haverhill
Goodman, James Bernhardt
Waco, Tex.
Graham, Andrew Jay
Brooklyn, N. Y.
Gratwick, Geoffrey Mason
Woodbury, Conn.
Graves, Randall Walter
Elmira, N. Y.
Grillo, Peter James
Andover

Hackett, David Spencer
Ligonier, Pa.
Hanners, William Edward
Springfield, Ohio
Hannon, David Frank
Cambridge
Hanson, Erik Ivan
Stoneham
Harris, King William Wishbone
Highland Park, Ill.
Hart, James Henry, III
Andover
Hay, Glenn Orr, Jr.
Framingham Center
Heffelfinger, Peter Hughes
West Nyack, N. Y.
Heikkinen, Jacob Herman
Gettysburg, Pa.
Hewlett, Everett Augustus, Jr.
Washington, D. C.
Hobson, Stephen Ronald
Garden Grove, Calif.
Hoffman, Floyd Gerry
Highland Park, Ill.
Holahan, Dennis John
Darien, Conn.
Holt, Robert Alan
Reading
Hopper, Arthur Frederick, III
Bedminster, N. J.
Hornsby, Cyrus Edward, III
Atlanta, Ga.
Houpis, George Byron
Lowell
Hudson, James Lewis
Whitehaven, Tenn.
Hurlbut, Stephen Bingham
Bronxville, N. Y.
Hutchinson, John Kenneth
Cleveland, Ohio

Huvelle, Peter Rinehart
Litchfield, Conn.

Iarrobino, Anthony Ayres, Jr.
Marblehead

Jaques, William Matthews
Lake Forest, Ill.
Jefferds, Joseph Crosby, III
Charleston, W. Va.
Jenks, David Perry
Cohasset
Johnson, Andrew Field
Irvington-on-Hudson, N. Y.
Johnson, Belden Crane
Burke, Va.
Johnson, Thomas Raymond
Newton Highlands

Kalkstein, Paul
Moorestown, N. J.
Keeney, Raymond Allen, II
Somersville, Conn.
Kehas, Stephen George
Goffstown, N. H.
Keller, Robert Jeremiah
Miami Beach, Fla.
Kellogg, David Moulton, IV
Weston
Kendrick, Clinton Jansen
Denver, Colo.
Keppelman, Richard Tripp
Litchfield, Conn.
King, Malvern Francis, Jr.
Weldon, N. C.
Kinnear, Paul Whitling
Buenos Aires, Argentina, S. A.
Kinross-Wright, Jeremy John
Cambridge
Kirk, David Starr
Old Greenwich, Conn.
Knapp, Bruce Chapman
Albuquerque, N. M.
Knowles, James Burbank
Greenwich, Conn.

Lamm, Peter Donald Wakeham
Norfolk, Va.
Lanpher, Edward Gibson
Alexandria, Va.
LaTour, Pierre, Jr.
Smithtown, N. Y.
Lauder, Keith Forbes
Andover
Lebach, Thomas Richard
Andover
Lemkin, Stephen Richard
Lowell
Levinson, Stuart
Edgartown
Lobitz, Walter Charles, III
Portland, Ore.
Longfellow, Richard Clark, Jr.
Anoka, Minn.

McAfee, William Gage
Irvington-on-Hudson, N. Y.
McKnight, John Peter
Charlotte, N. C.
MacMurray, Frank Goodnow, Jr.
McLean, Va.
McPherson, John Clarke, Jr.
San Francisco, Calif.
Mahoney, Daniel Dennis
White Plains, N. Y.
Manheim, Michael Andrew
Syracuse, N. Y.
Marks, John David
South Orange, N. J.
Mason, John Murray
Hanover, Pa.
Mathis, Robert Trimble
Rye, N. Y.
Mayer, Thomes Walter
Santa Fé, N. M.
Mayers, Michael Spencer
Darien, Conn.
Meyer, Carl, II
New York, N. Y.
Miller, Charles Edward, Jr.
Los Angeles, Calif.
Most, Stephen Arthur
Atherton, Calif.
Mott, Richard Field, II
Far Hills, N. J.
Munger, Mark Truman
Darien, Conn.
Murphy, David Francis
Andover

Naidus, Peter George
Glen Rock, N. J.
Neumark, Philip
Andover
Newton, Earle Williams, III
Fairfield, Conn.
Newton, Jeffrey Holmes
Arlington

O'Brien, Francis
Weston
Ogden, John Carter
Louisville, Ky.
Ogsbury, James Stanley, III
Andover

Page, John France
Darien, Conn.
Parent, William Brian
Hallowell, Me.

Payne, James Martin
Bridgeport, Conn.
Perin, Edward Bridge Danson
Scarsdale, N. Y.
Perry, James McLeod
Orlando, Fla.
Peterson, Alan Reed
Plaistow, N. H.
Peterson, George Arvid
Hopewell, N. J.
Phelps, Thomas William Hamilton
Greenwich, Conn.
Pollock, Thomas Elmer, III
Flagstaff, Ariz.
Preston, Peter Murray
Chevy Chase, Md.

Rawski, Thomas George
Ithaca, N. Y.
Renfroe, Robert Jackson
West Point, N. Y.
Repholz, William Kent
San Francisco, Calif.
Rhoads, Richard Mark
Little Neck, N. Y.
Rieveschl, Gary Thomas
Grosse Pointe Farms, Mich.
Robbin, Anthony Stuart
New York, N. Y.
Rogers, Malcolm Porteous
New York, N. Y.
Rohrkemper, Stephen Frederick
Andover
Rosati, Michael William
New York, N. Y.
Rubin, James Henry
Waban

Saks, Daniel Holtzman
Miami Beach, Fla.
Schmedeman, John Raymond
Little Rock, Ark.
Shue, Johnnie Eugene
Charlotte, N. C.
Sides, Robert Whittemore, Jr.
Andover
Simpson, Robert Charles
New Rochelle, N. Y.
Singer, Leonard Michael
Greene, N. Y.
Sites, Michael Jon
Elgin AFB, Fla.
Smith, David Marshall
Bethayres, Pa.
Smith, Michael Gordon
St. Johnsbury, Vt.
Smith, Norman Page, Jr.
Newburyport
Sorota, Stephen Stanley, Jr.
Andover
Sprague, James Baird
South Hadley
Stafford, Benjamin Thomas
Chicago, Ill.
Starr, Malcolm White
Providence, R. I.
Stevens, Joseph Brewster
Princeton, N. J.
Stewart, William Ross
Cleveland, Ohio
Stroh, Leslie
Morris N. Y.
Stroud, John Burke
Camp Lejeune, N. C.
Svastich, Peter Egon
New York, N. Y.

Tartakoff, Alan Michael
Cambridge
Thompson, William Bond
South Portland, Me.
Torbert, William Rockwell
New York, N. Y.
Trafton, Peter Grier
Auburn, Me.
Treacy, John Charles
Grinsby, Ont., Canada
Trivers, Robert Ludlow
Berlin-Dahlem, Germany
Turrentine, James Drake
Stamford, Conn.

Vanderwarker, Carlton Edward, Jr.
New Canaan, Conn.
Verrill, David Charles
Old Orchard, Me.
Vogel, Richard Lloyd
New York, N. Y.

Walker, Henry Wells, III
West Hartford, Conn.
Walling, Alexander Rieman Holliday
Washington, D. C.
Ward, Charles Alexander
Durham, N. C.
Warshaw, Paul Jonathan
New York, N. Y.
Watson, Alan Douglas
Oroville, Calif.
Weaver, David Roy
Andover
Wessner, James Richard
Blanchester, Ohio
Westfeldt, Patrick McLoskey, Jr.
Boulder, Colo.
Whitney, Craig Richard
Westboro
Wickwire, Lyman Goodrich, Jr.
Homer, N. Y.

Winship, Peter
Herndon, Va.
Wrede, Stuart Henrik Edward
New York, N. Y.
Wright, Langdon Goddard
Westwood, N. J.
Wyner, Alfred Gustav
Boston

Yates, Stephen Mott-Smith
Westboro
Young, John Hotchkiss
Ashton, Md.

LOWER MIDDLERS

Abbott, Freeland Knight, Jr.
Somerville
Adams, John Dinsmore
Katonah, N. Y.
Allen, Lee Howard
Holyoke
Allison, John Robert
South Pasadena, Calif.
Anderson, Allen Arvid
Hyannisport
Anderson, Thomas McDowel, Jr.
Coral Gables, Fla.
Andrews, Archie Moulton, II
Greenwich, Conn.
Armstrong, Christopher Story
West Hartford, Conn.
Atri, Elias Hadid
Lomas, Mexico

Babb, Christopher Tate
New Canaan, Conn.
Bacon, William Thompson, III
Lake Forest, Ill.
Badman, John
Houston, Tex.
Bakst, Merrill Charles
Fall River
Bamford, James Latham
Andover
Baron, Jonathan Miller
Weston
Barry, Richard Hanley
Dallas, Tex.
Beard, Charles Julian, II
Detroit, Mich.
Beard, Michael Crowell
San José, Calif.
Beck, Timothy Kleewing
Andover
Berquist, Kenneth Paul, Jr.
Bedford
Binford, Henry Claxton
Washington, D. C.
Birmingham, Hobart McKinley
Fairview, Pa.
Bishop, John Byram
Landenberg, Pa.
Bledsoe, Robert Terrell
Little Rock, Ark.
Blossman, John Richard
Ocean Springs, Miss.
Bonnett, David Huntington
Wellesley Hills
Boynton, Woodward Rutter
Pasadena, Calif.
Bramwell, Fitzgerald Burton
Brooklyn, N. Y.
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Chickering, William Henry, III
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Cambridge
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Preliminary Application for Phillips Academy, Andover, Mass.

Time of proposed entrance: September, 19.....

Class applied for: JUNIOR LOWER MIDDLE UPPER MIDDLE SENIOR
(circle one) *(9th Grade)* *(10th Grade)* *(11th Grade)* *(12th Grade)*

Boy's name
in full.....
First *Middle* *Last*

Date of birth..... 5. Age at last birthday.....

Name of parent or guardian.....

Permanent address.....

.....

Preferred mailing address.....

.....

Name and address of school in which boy will be during the year just prior to his proposed admission to Andover (if definitely known).

.....

.....

.....

Do you intend to apply for scholarship aid?.....

Please list the names of relatives who now attend or who have previously attended the Academy.

.....

.....

.....

.....

.....

Signed
(Parent or Guardian)

Date.....

For further information, please consult the Catalogue under "Procedure in Applying."
The required $10.00 application fee, payable to the Trustees of Phillips Academy, should accompany this form.

CATALOGUE

PHILLIPS ACADEMY

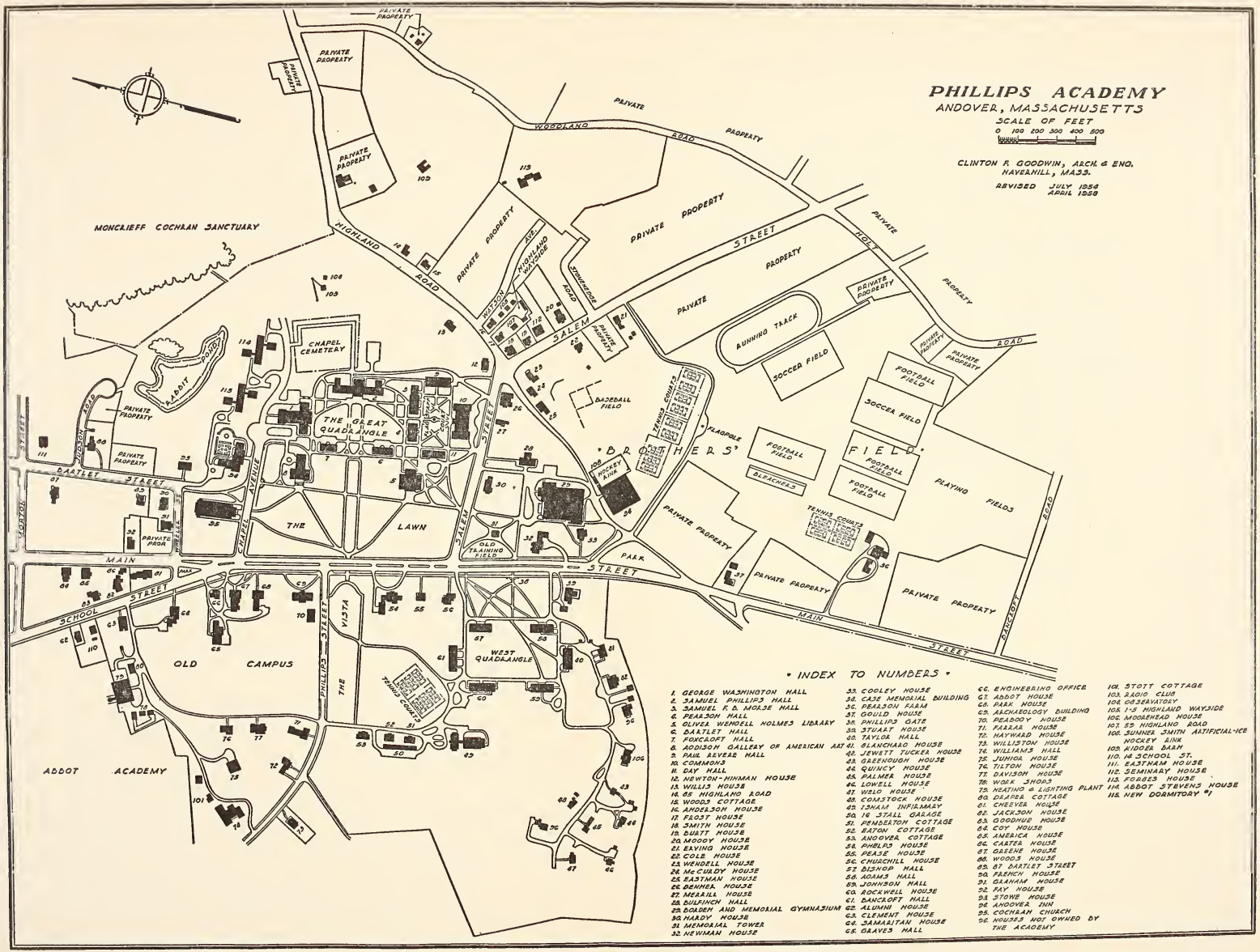
Andover, Massachusetts



1962

ONE HUNDRED EIGHTY-FOURTH YEAR

Published by Phillips Academy, Andover, Massachusetts



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PHILLIPS ACADEMY

Andover, Massachusetts

1962

ONE HUNDRED EIGHTY-FOURTH YEAR

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1961

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OCTOBER

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1963

JANUARY

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JULY

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AUGUST

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CALENDAR

SCHOOL YEAR 1961-1962

Fall term begins Monday, September 18, 1961
Mid-term Rating Wednesday, November 1
Long Thanksgiving weekend Wednesday-Sunday, November 22-26
Fall term ends Thursday, December 14

Christmas Recess—21 days

Winter term begins 8:00 p.m., Thursday, January 4, 1962
Mid-term Rating Saturday, February 3
Long weekend Friday-Sunday, February 9-11
Winter term ends Friday, March 16

Spring Recess—19 days

Spring term begins 8:00 p.m., Wednesday, April 4
Mid-term Rating Wednesday, May 2
Spring Prom weekend Friday-Sunday, May 11-13
Examinations end Thursday, June 7
Commencement Friday, June 8

Summer Session—1962

Summer session begins Wednesday, June 27
Summer session ends Thursday, August 9

SCHOOL YEAR—1962-1963

Fall term begins Monday, September 17, 1962
Fall term ends Thursday, December 13

Christmas Recess—21 days

Winter term begins 8:00 p.m., Thursday, January 3, 1963
Winter term ends Friday, March 15

Spring Recess—19 days

Spring term begins 8:00 p.m., Wednesday, April 3
Examinations end Thursday, June 6
Commencement Friday, June 7

Summer Session—1963

Summer session begins Wednesday, June 26
Summer session ends Thursday, August 8

PURPOSE OF PHILLIPS ACADEMY

THE PURPOSE of Phillips Academy is to teach "the great end and real business of living." According to its Constitution, signed in 1778, "It is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others) is both weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind." Adapted to conditions of modern life, the aim of the Academy remains the same: so to intensify and broaden the capacities of its students that they may enter the larger world with a deepened sense of their responsibility to society.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students curiosity about things of the mind, to induce in them a desire to educate themselves. It fosters the development of discriminating judgment and independence of thought. It tries to cultivate the imagination and emotions of its boys.

By long tradition Andover believes in a type of education that makes boys resourceful and independent. Andover believes in the value of student representation from all parts of the country and of the world, and from all walks of life. To its boys it offers an intellectual and moral discipline, believing that friendly encouragement and sympathy are the best incentives to accomplishment.

Phillips Academy is a liberal, modern school with an ancient tradition. It values the benefits passed on to it by many generations. It has contributed directly to the development of thousands of men, and indirectly to numberless aspects of our national life. Thankful for its history, Andover focuses on the present and on the future. Training American boys for service and leadership requires a flexible spirit that will test and try the new while treasuring the riches from the past.

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips John Phillips, LL.D.

Samuel Phillips, Jr.

Constitution and deed of trust signed	April 21, 1778
School opened	April 30, 1778
Act of incorporation	October 4, 1780

HEADMASTERS

ELIPHALET PEARSON, LL.D.	1778–1786
EBENEZER PEMBERTON, LL.D.	1786–1793
MARK NEWMAN, A.M.	1794–1809
JOHN ADAMS, LL.D.	1810–1833
OSGOOD JOHNSON, A.M.	1833–1837
SAMUEL H. TAYLOR, LL.D.	1837–1871
FREDERIC W. TILTON, A.M.	1871–1873
CECIL F. P. BANCROFT, Ph.D., L.H.D., LL.D.	1873–1901
ALFRED E. STEARNS, Litt.D., L.H.D., LL.D.	1903–1933
CLAUDE M. FUESS, Ph.D., Litt.D., L.H.D., LL.D.	1933–1948
JOHN M. KEMPER, A.M., L.H.D., Litt.D.	1948–

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands and the sum of one thousand six hundred and fourteen pounds. Two years later, on October 4, 1780, the school was incorporated by the Act of Incorporation passed by the General Court of Massachusetts, signed by John Hancock.

The Constitution was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

> A serious consideration of the premises, and an observation of the growing neglect of *youth,* have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living.*
>
> The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.
>
> But above all, it is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others), is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

> This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.
>
> And, in order to prevent the smallest perversion of true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second,* instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third,* practical Geometry, Logic, and Geography; and the *fourth,* such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

Phillips Academy was opened for instruction April 30, 1778, in a building which had earlier been used as a carpenter's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian, who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger schoolhouse was built. On November 5, 1789, George Washington, President of the United States, visited Andover and addressed the students assembled on the Old Training Field.

The fourth principal, John Adams, raised the repute of the school, increased the attendance, and enlarged the number of teachers. During his term as principal, the second schoolhouse was burned, on January 28, 1818, and a new brick Academy designed by the famous architect Charles Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, "The School-Boy," is still in use.

The modern period of the school's history was ushered in in 1873 with the election of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. Under Dr. Bancroft's administration, attendance increased from 262 to over 400 pupils and since then has never dropped below that figure.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns. The purchase in 1908 of the lands and buildings of the Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. In the late 1920's and in the 1930's the school took its present form under a building and landscaping program made possible by the generosity of Thomas Cochran, other alumni, and friends of the school.

Under the administration of Claude M. Fuess, Headmaster from 1933 to 1948, the faculty was greatly enlarged and strengthened, the curriculum was revised, a number of buildings were added, and (in 1942) the Andover Summer Session began. In World War II, Andover men served in each of the services, and 143 gave their lives. During much of the war, Henry L. Stimson served as president of the Trustees as well as Secretary of War.

John M. Kemper was elected Headmaster in 1948. Since then, athletic facilities have been greatly increased, particularly by the construction of the Memorial Gymnasium and the Sumner Smith Hockey Rink. The Copley Wing of the Library and three new dormitories of advanced design have been completed. The endowment has grown from eleven to twenty-four million, and the attendance has increased from 725 to 817. The curriculum has been revised to provide increased flexibility. In 1952-1953, under Andover leadership and with a grant from the Ford Foundation, the important study, *General Education in School and College*, was completed. It has since led many institutions to encourage advanced standing in college and has resulted in the introduction into the Andover curriculum of new, advanced, college-level courses. In 1955, in response to the national teacher shortage, the school inaugurated the Andover Teaching Fellow Program to recruit and train young men for teaching.

Three recent decisions have been of significance in the development of the modern Andover. One was the decision to admit each year the best 250 candidates, regardless of their ability to pay tuition. Another was to increase the tuition to support increases in faculty pensions and salaries. A third was to permit the school to continue its moderate, healthy growth to 850, the capacity of the Meeting Room, Chapel, Commons, and Gymnasium.

TRUSTEES

HENRY WISE HOBSON '10, D.D., LL.D., *President* — Cincinnati, Ohio
Elected 1937, President since 1947

JOHN MASON KEMPER, L.H.D., LITT.D., *Clerk* — Andover
Elected 1948

JAMES PHINNEY BAXTER, III '10, PH.D., LITT.D., L.H.D., D.Sc., LL.D. — Williamstown
Elected 1942

JOHN PETERS STEVENS, JR. '15, A.B. — Plainfield, N. J.
Elected 1948

CHARLES STAFFORD GAGE '21, A.M. — New Haven, Conn.
Elected 1952

ROBERT MERRIMAN KIMBALL '29, S.B. — Andover
Elected 1952

BROMWELL AULT '18, S.B. — New York, N. Y.
Elected 1953

FREDERICK GOODRICH CRANE '15, A.B. — Dalton
Elected 1957

DONALD HOLMAN McLEAN, JR. '28, LL.B. — Summit, N. J.
Elected 1958

JOHN USHER MONRO '30, A.B. — Winchester
Elected 1958

THOMAS LEE PERKINS '24, L.B. — Rye, N. Y.
Elected 1959

ROBERT LIVINGSTON IRELAND III '38, A.B. — New York, N. Y.
Elected 1960

BENJAMIN ALLEN ROWLAND '28, M.B.A. — Andover
Elected 1960

ALUMNI TRUSTEES

JAMES ALEXANDER SMITH '18, PH.B. — New York, N. Y.
Elected 1959 for three years

STEPHEN YOUNG HORD '17, A.B. — Chicago, Ill.
Elected 1960 for three years

THOMAS THACHER '34, LL.B. — New York, N. Y.
Elected 1961 for three years

WILLIS ALLEN TRAFTON, JR. '36, LL.B. — Auburn, Me.
Ex Officio for one year as President of the Alumni Association

TRUSTEES EMERITI

PHILIP LORING REED '02 — Dedham
1933-1958

FRANCIS ABBOT GOODHUE '02, A.B. — Hewlett, L. I., N. Y.
1935-1958

CHAUNCEY BREWSTER GARVER '04, LL.B. — New York, N. Y.
1947-1960

SUMNER SMITH '08, A.B. — Lincoln
1956-1960

FACULTY

John Mason Kemper, A.M., L.H.D., Litt.D.
Headmaster — Elected 1948

Claude Moore Fuess, Ph.D., Litt.D., L.H.D., LL.D. *Headmaster, Emeritus*	Chestnut Hill 1908-1948
George Franklin French, A.M. *Instructor in French, Emeritus*	Andover 1907-1944
Lester Edward Lynde, A.M. *Dean, Emeritus*	Andover 1901-1944
Oswald Tower, A.B. *Dean and Instructor in Mathematics, Emeritus*	Andover 1910-1949
Alice Thacher Whitney *Recorder, Emerita*	Andover 1902-1950
Lester Charles Newton, A.M. *Instructor in French and German, Emeritus*	Andover 1918-1952
Henry Preston Kelley, A.M. *Instructor in Spanish, Emeritus*	Pepperell 1918-28, 1935-1952
Montville Ellsworth Peck *Instructor in Physical Education, Emeritus*	North Bridgton, Me. 1916-1955
Guy Johnson Forbush, A.B. *Instructor in French, Emeritus*	Andover 1917-1920, 1924-1955
Frank May Benton, A.B. *Instructor in Latin, Emeritus*	Rome, Italy 1918-1958
Arthur Burr Darling, Ph.D. *Instructor in History, Emeritus*	Washington, D. C. 1917-1918, 1933-1958
Douglas Mansor Dunbar, A.M. *Instructor in Mathematics, German, and Bible, Emeritus*	Andover 1942-1958
M. Lawrence Shields, A.B. *Instructor in Biology and Secretary of the Academy, Emeritus*	Marblehead 1923-1960
Roscoe Edwin Everett Dake, S.B. *Instructor in Chemistry, Emeritus*	1921-1961
John Sedgwick Barss, A.M. *Instructor in Physics on the Donner Teaching Endowment* *Chairman of the Physics Department*	Appointed 1923
Alan Rogers Blackmer, A.M., L.H.D. *Dean of the Faculty* *Acting Headmaster (Fall Term)*	1925
Kenneth Smith Minard, A.M. *Instructor in History*	1928
George Knight Sanborn, S.B. *Instructor in Biology on the Ammi Wright Lancashire Foundation* *Warden of the Moncrieff Cochran Sanctuary*	1928
Emory Shelby Basford, A.B. *Instructor in English on the Alfred Lawrence Ripley Foundation* *Chairman of the English Department*	1929

* On leave of absence.

ALFRED GRAHAM BALDWIN, D.D. 1930
Instructor in Religion and Social Problems on the Martha Cochran Foundation
School Minister
Chairman of the Religion Department

ROBERT EDWARD MAYNARD, S.B. 1931
Instructor in Mathematics on the Jonathan French Foundation

LEONARD FRANK JAMES, A.M. 1932
Instructor in History on the Cecil F. P. Bancroft Foundation
Chairman of the History Department

GEORGE GRENVILLE BENEDICT, A.M. 1930-1932, 1933
Dean of Students

DOUGLAS SWAIN BYERS, A.M. 1933
Instructor in Anthropology
Chairman of the Archaeology Department

BARTLETT HARDING HAYES, JR., A.B. 1933
Instructor in Art
Chairman of the Art Department

ROGER WOLCOTT HIGGINS, A.M. 1933
Instructor in English

JAMES RUTHVEN ADRIANCE, A.B. 1934
Assistant to the Headmaster
Executive Director of the Alumni Fund

ALSTON HURD CHASE, Ph.D. 1934
Instructor in Greek and Latin on the Samuel Harvey Taylor Foundation
Chairman of the Classics Department
Acting Dean of the Faculty (Fall Term)

NORWOOD PENROSE HALLOWELL, JR., A.B. 1934
Instructor in English

FRANK FREDERICK DICLEMENTE, S.B. 1935
Instructor in Physical Education

JAMES HOOPER GREW, D. ès L. 1935
Instructor in French on the Elizabeth Milbank Anderson Foundation
Chairman of the French Department

FREDERICK SCOULLER ALLIS, JR., A.M. 1936
Instructor in History
Director of Financial Aid

CHESTER ARCHIBALD COCHRAN, A.M. 1936
Instructor in French

FREDERICK JOHNSON, S.B. 1936
Instructor in Archaeology

STEPHEN STANLEY SOROTA, S.B. 1936
Instructor in Physical Education

STEPHEN WHITNEY, A.M. 1936
Instructor in French

FLOYD THURSTON HUMPHRIES, A.B. 1937
Instructor in French on the Donner Teaching Endowment

HART DAY LEAVITT, A.B. 1937
Instructor in English

* On leave of absence.

MILES STURDIVANT MALONE, Ph.D. 1937
Instructor in History

WILLIAM HAYES BROWN, A.M. 1938
Instructor in English

RICHARD SAWYER PIETERS, A.M. 1938
Instructor in Mathematics on the Alfred Ernest Stearns Foundation
Chairman of the Mathematics Department

*ROBERT WHITTEMORE SIDES, A.B. 1938
Instructor in Mathematics
Director of Admissions

JOHN BROMHAM HAWES, Ed.M. 1933-1936, 1939
Instructor in English

JOHN KINGSBURY COLBY, A.M. 1940
Instructor in Latin

HARPER FOLLANSBEE, Ed.M. 1940
Instructor in Biology
Chairman of the Biology Department

WALTER GIERASCH, A.B. 1941
Instructor in English

DUDLEY FITTS, A.B. 1941
Instructor in English on the Emilie Belden Cochran Foundation

FRANCIS BERTRAND MCCARTHY, A.B. 1941
Instructor in English

ELBERT COOK WEAVER, A.M. 1943
Instructor in Chemistry on the George Peabody Foundation
Chairman of the Chemistry Department

CORNELIUS GORDON SCHUYLER BANTA, S.B. 1944
Instructor in Mathematics

JOSEPH RITTENHOUSE WEIR DODGE, A.M. 1944
Instructor in English

ALEXANDER DUNNETT GIBSON, A.M. 1944
Instructor in French
Director of the Bureau of Self-Help

*FREDERICK ALMOND PETERSON, A.M. 1946
Instructor in English

ALLAN GEORGE GILLINGHAM, Ph.D. 1947
Instructor in Latin and Greek on the John Charles Phillips Foundation

PETER QUACKENBUSH MCKEE, Ed.M. 1947
Instructor in Physics

*DONALD EMERY MERRIAM, A.M. 1947
Instructor in Spanish and French
Chairman of the Spanish Department

GORDON GILMORE BENSLEY, A.B. 1949
Instructor in Art

JOHN RICHARD LUX, M.S.Ed. 1949
Instructor in Mathematics

WILLIAM LOUIS SCHNEIDER, Mus.Ed.B. 1949
Instructor in Music

* On leave of absence.

WILLIAM RUSSELL BENNETT, JR., A.B. 1950
Assistant Dean of Students

*WILLIAM JOHN BUEHNER, A.M. 1950
Instructor in Latin

SIMEON HYDE, JR., A.M. 1950
Instructor in English

REAGH CLINTON WETMORE, M.P.E. 1950
Instructor in Anatomy and Chemistry

HENRY WARING SCHERESCHEWSKY, A.B. 1951
Comptroller

FREDERIC ANNESS STOTT, A.B. 1951
Director of Development
Alumni Secretary

PHILIP BROWNLIE WELD, B.E. 1951
Instructor in Chemistry

WILLIAM FRANKLIN GRAHAM, S.B. 1952
Instructor in Mathematics
Excusing Officer

FRED HAROLD HARRISON, A.M. 1952
Instructor in History and Physical Education
Chairman of the Athletic Department

JOHN CLAIBORNE MCCLEMENT, Ed.M. 1952
Instructor in Mathematics

JOSHUA LEWIS MINER, III, A.B. 1952
Instructor in Physics and Science
Acting Director of Admissions

JAMES HAROLD COUCH, A.M. 1953
Instructor in Spanish

SHERMAN FREDERICK DRAKE, Ed.M. 1953
Instructor in Mathematics and Navigation

EDMOND EMERSON HAMMOND, JR., Sc.M. 1953
Instructor in Mathematics, Physics, and Chemistry

LOUIS JOHN HOITSMA, JR., Ed.M. 1953
Instructor in Mathematics

ROBERT PENNIMAN HULBURD, A.M. 1953
Instructor in German
Director of the Summer Session
Chairman of the German Department

DALTON HUNTER MCBEE, A.B. 1953
Instructor in English

DONALD MILLER CLARK, M.D. 1954
Medical Director

ALBERT KARL ROEHRIG, Ed.M. 1954
Instructor in English

ROBERT EDWIN LANE, A.M. 1955
Instructor in Latin and Russian

THOMAS MICHAEL MIKULA, A.M. 1955
Instructor in Mathematics

HAROLD HOLMES OWEN, JR., A.M. 1955
Instructor in English

* On leave of absence.

Thomas Joseph Regan, A.M. 1955
Instructor in English

William Biggs Clift, Jr., B.M.Ed. 1956
Instructor in Music
Chairman of the Music Department

Frank McCord Eccles, A.M. 1956
Instructor in Mathematics and Physics

Richard Valentine Healy 1956
Director of Physical Plant

John Ward Kimball, A.B. 1956
Instructor in Biology

David Melville Pynchon, A.B. 1956
Instructor in English
Admissions Officer

Harrison Schuyler Royce, Jr., M.I.A. 1956
Instructor in History

Camille Bauer, Professeur agrégé 1957
Instructor in French

Gerald Denton Ferris, A.M. 1957
Instructor in French

Gerald Shertzer, M.F.A. 1957
Instructor in Art

John Frank Bronk 1958
Instructor in Physical Education and Physiotherapist

George William Best, S.B. 1958
Instructor in Mathematics

Clement Morell, A.M. 1958
Instructor in Mathematics

Frederick Arnold Pease, Jr., B.D. 1958
Instructor in Religion

Philip Mason DuBois, Ph.D. 1959
Instructor in Physics

John Richards, II, M.A.T. 1959
Instructor in History

William Abbot Munroe, A.B. 1960
Bursar

James Allyn Bradford, B.D. 1960
Instructor in Religion

Gilbert Burnett, Jr., A.B. 1960
Instructor in Science

John Patten Chivers, A.B. 1960
Instructor in German

Wilfred Freeman 1947-1950, 1960
Instructor in Art

Carl Edward Krumpe, Jr., A.M. 1960
Instructor in Classics

William Lawrence Markey, A.M. 1954-1957, 1960
Instructor in French

Thomas Rees, Ph.D. 1960
Instructor in Chemistry and Mathematics

Douglas Moulton Schumann, S.B. 1960
Instructor in Physical Education

Frank DeWitt Thornton, B.M.Ed. 1960
Instructor in Music

John William Ambrose, Jr., A.M. 1961
Instructor in Classics

Eric Crull Baade, Ph.D. 1961
Instructor in Classics

David Castle, B.A. 1961
Instructor in German and Russian

George Howard Edmonds, Ed.M. 1961
Instructor in English

Edward Moseley Harris, S.B. 1961
Instructor in Spanish

Guy D'Oyly Hughes, A.M. 1961
Instructor in English

Hugh Andrews Madden, A.B. 1961
Instructor in Classics

Stephen Fuller Larrabee, A.B. 1961
Teaching Fellow in History

John Thomas Paoletti, A.B. 1961
Teaching Fellow in Art

John Merrill Shanks, A.B. 1961
Teaching Fellow in Mathematics

ADMINISTRATIVE DEPARTMENTS

Correspondence with administrative officers should be addressed to them at George Washington Hall. Office hours: week days, 9:00 a.m. to 12:00 and (except Saturday) 2:00 p.m. to 5:00 p.m. Offices are closed on Saturday during the summer. Appointments should be made in advance, if possible. For information, call or see miss Meredith Thiras, Receptionist (telephone GReenleaf 5-3400), during office hours.

HEADMASTER'S OFFICE

*John Mason Kemper, L.H.D., Litt.D., *Headmaster*
Mrs. Amy R. Robinson, *Secretary to the Headmaster*

ADMISSIONS OFFICE

Robert Whittemore Sides, A.B., *Director of Admissions* (on leave of absence 1961-62)
Joshua Lewis Miner, III, A.B., *Acting Director of Admissions*
David Melville Pynchon, A.B., *Admissions Officer*
Harper Follansbee, John Richards, II, Stephen Whitney, *Interviewing Officers*
Mrs. Mary V. Sands, *Secretary to the Director*

OFFICE OF THE DEAN OF THE FACULTY

*Alan Rogers Blackmer, A.M., L.H.D., *Dean of the Faculty*

OFFICE OF THE DEAN OF STUDENTS

George Grenville Benedict, A.M., *Dean of Students*
William Russell Bennett, Jr., A.B., *Assistant Dean of Students*
William Franklin Graham, S.B., *Excusing Officer*
John Claiborne McClement, Ed.M., *Scheduling Officer*
Mrs. Jane H. Munroe, *Recorder*

FINANCIAL AID OFFICE

Frederick Scouller Allis, Jr., A.M., *Director of Financial Aid*

BUREAU OF SELF-HELP

Alexander Dunnett Gibson, A.M., *Director of the Bureau of Self-Help*

TREASURER'S OFFICE

Henry Waring Schereschewsky, A.B., *Comptroller*
William Abbot Munroe, A.B., *Bursar*
Richard Valentine Healy, *Director of Physical Plant*
Marion E. Hill, *Assistant Bursar*
Mrs. Ann L. Hyde, *Executive Secretary*
Evelyn H. Gordon, *Director of Student Accounts*

OFFICE OF THE ASSISTANT TO THE HEADMASTER

James Ruthven Adriance, A.B., *Assistant to the Headmaster and Executive Director of the Alumni Fund*
Mrs. Ruth A. White, *Secretary to the Assistant to the Headmaster*

ALUMNI AND DEVELOPMENT OFFICE

Frederic Anness Stott, A.B., *Alumni Secretary and Director of Development*

* During Mr. Kemper's leave of absence for the Fall Term, Mr. Blackmer will be acting Headmaster and Dr. Chase acting Dean of the Faculty.

DEPARTMENT OF HEALTH

Donald Miller Clark, M.D., *Medical Director*
Michael Angeleo Gravallese, M.D., *Associate School Physician*
Nicholas D. Rizzo, M.D., *Consulting Psychiatrist*
Albert Karl Roehrig, A.B., *Psychologist*
Mrs. Vera B. Westover, *Administrator*

Local Consultants

George V. West, M.D., *Radiologist*
Robert J. Joplin, M.D., *Orthopedist*
John Paul Holihan, M.D., *Anesthesiologist*
Milton D. Howard, M.D., *Pathologist*
Douglas Malcolm Dunbar, D.D.S., *Senior Dentist*
Herman DeWilde, M.D., D.M.D., *Associate Dentist*
C. Paul Bonin, D.M.D., *Orthodontist*
Mrs. Hedwig Hitschmann, *Speech Therapist*

OLIVER WENDELL HOLMES LIBRARY

Elizabeth Eades, A.B., S.B., *Librarian*
Mrs. Dorothy B. Bloom, S.B., *Cataloguer*
Barbara McDonnell, A.B., S.B., *Reference Librarian*
Mrs. Margaret B. Towne, *Assistant in the Library*

ADDISON GALLERY OF AMERICAN ART

Bartlett H. Hayes, Jr., *Director*
Antoinette Thiras, *Secretary and Registrar*

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

Douglas S. Byers, A.M., *Director*
Frederick Johnson, S.B., *Curator*
Alfred V. Kidder, Ph.D., *Research Associate in Southwestern Archaeology*
Richard S. Macneish, Ph.D., *Research Associate*

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

Fred Harold Harrison, A.M., *Director of Physical Education and Athletics*
John Frank Bronk, *Instructor in Physical Education and Physio-Therapist*
Frank Frederick DiClemente, S.B., *Instructor in Physical Education*
Douglas Moulton Schumann, S.B., *Instructor in Physical Education*
Stephen Stanley Sorota, S.B., *Instructor in Physical Education*

DEPARTMENT OF MUSIC

Wm. B. Clift, Jr., Mus.Ed.B., *Chairman and Instructor in Brass Instruments*
Lorene Banta, Ph.D., *Instructor in Organ*
Gerard Charles Bellanti, *Instructor in Accordion*
Carl E. Bochman, Mus.Ed.B., *Instructor in Drums*
George E. McKinley, B.M., *Instructor in Voice*
Albion Metcalf, *Instructor in Piano*
Roland Moore, *Instructor in Bass and Violin and Classical Guitar*
William Louis Schneider, Mus.Ed.B., *Instructor in Stringed Instruments*
Frank DeWitt Thornton, Mus.Ed.B., *Instructor in Woodwind Instruments*

DEPARTMENT OF LANGUAGE TRAINING

Mrs. Reta V. Buchan, *Associate in Language Training*
Mrs. Mary I. Borden, *Assistant in Language Training*
Mrs. Mary E. McLean, *Assistant in Language Training*
Mrs. Katherine W. Woodworth, *Assistant in Language Training*

MONCRIEFF COCHRAN SANCTUARY

George Knight Sanborn, S.B., *Warden*

AUDIO-VISUAL CENTER

Gordon G. Bensley, A.B., *Director*
Lillian S. Hobausz, *Coordinator*
Aloysius Hobausz, Puskás T. Inst. of Tele-Communication (Budapest), *Audio Technician*

CHAIRMEN OF ACADEMIC DEPARTMENTS

Archaeology	Douglas Swain Byers, A.M.
Art	Bartlett Harding Hayes, Jr., A.B.
Athletics	Fred Harold Harrison, A.M.
Biology	Harper Follansbee, Ed.M.
Chemistry	Elbert Cook Weaver, A.M.
Classics	Alston Hurd Chase, Ph.D.
English	Emory Shelby Basford, A.B.
French	James Hooper Grew, D. ê L.
German	Robert Penniman Hulburd, A.M.
History	Leonard Frank James, A.M.
Mathematics	Richard Sawyer Pieters, A.M.
Music	William Biggs Clift, Jr., Mus.Ed.B.
Physics	John Sedgwick Barss, A.M.
Religion	Alfred Graham Baldwin, D.D.
Spanish	Donald Emery Merriam, A.M.

GENERAL INFORMATION

ANDOVER STUDENTS, for the most part, live together by classes in the Academy dormitories and houses. Each building is under the supervision of the resident faculty housemaster. All boys eat in their own class dining room in The Commons.

Juniors live in Williams Hall and Rockwell House, or in neighboring houses and cottages. Williams Hall, with its annexes, Junior House and Stott Cottage, has recreation facilities for fifty-four Juniors, who occupy single or double rooms. Rockwell House has single rooms and recreation facilities for forty-two Juniors. Juniors are subject to the special regulations and the particularly close supervision found helpful to boys of this age in making a successful transition from home to boarding school life. Carefully selected Senior proctors play an important part in the activities of the various Junior units.

Lower Middlers live in two of the double-entry brick dormitories and in some sixteen smaller houses and cottages, where they receive careful guidance but also enjoy a degree of independence suited to their increased maturity. Senior proctors are in residence in the larger Lower Middle units.

Upper Middlers and Seniors, having learned to profit from relatively great independence and freedom, are housed, with a few exceptions, in large brick dormitories by classes, where they are permitted considerable latitude in the exercise of their daily affairs. In the three newest dormitories, Alfred E. Stearns House, Abbot Stevens House, and Henry L. Stimson House, the resident groups are made up of an approximately equal number of Upper Middlers and Seniors, who live in the same dormitory for their last two years.

FACULTY COUNSELORS (HOUSEMASTERS)

Each Andover student is under the direct charge of a Faculty Counselor, who, for boarding students, is his housemaster. He knows the background, the character, and the standing of each of his boys and acts as his advisor in all that concerns his welfare and his happiness. The Counselor is usually the member of the Faculty most intimately in touch with the student and his parents. From

time to time, he will write the parents to keep them informed of their son's progress. Parents should feel free to write their son's counselor if they have any reason for concern about their boy's progress. They are encouraged to report to the counselor any facts that may affect the boy's work or behavior.

RELIGION

Phillips Academy is an inter-denominational school whose origin and traditions rest firmly upon a Christian faith and system of values.

Chapel services are an essential part of the Phillips Academy program and are conducted by the Headmaster, the School Ministers, students, and members of the faculty. Among the visiting speakers are leaders of many denominations. A number of college chaplains are invited to preach each year.

Attendance at chapel services is required, although on Sundays boys may choose to attend services at other Protestant or Roman Catholic churches in Andover. Arrangements have been made by which students of Jewish faith may attend their own services at the Academy or occasionally at a synagogue in a nearby community.

This arrangement emphasizes two sets of values: a close connection of each boy with his own denomination, and a program of worship within the life of the school built upon the common elements in our religious heritage.

In a school composed of students from diverse backgrounds, it is not possible fully to satisfy all the special requirements of different sects and denominations. Therefore, no boy should apply for admission to the Academy who feels that the ritualistic practices of his own faith must be literally followed in all circumstances.

In daily chapel the effort is to develop a service that strengthens the best aspirations and insights of students, while denying to no one the right to hold fast his own faith. The school tries to develop devotion to God and reliance upon faith as a source of inspiration and strength, to confirm a boy's support of the highest values that our civilization has nurtured, and to increase his respect for and understanding of the beliefs of others.

Those who enjoy minority religious status as well as those who enjoy majority status are expected to work with equal eagerness toward the goals by means of which Phillips Academy endeavors to achieve harmony and unity in diversity.

CULTURAL OPPORTUNITIES

Andover has always demanded a high standard of accomplishment in the prescribed course of study. At the same time, the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary, the boys are given a chance to interest themselves in subjects which may in later life become delightful hobbies or even major pursuits and professions.

A number of distinguished men and women are invited to the Academy each year as lecturers and guest artists. During 1960-61, Philip E. Mosely, Director of Studies, Council of Foreign Relations, delivered the Hosch Lecture; Padriac Colum visited the school as Stearns Lecturer; and Professor Henry DeWolf Smyth of Princeton University came to the Academy as the third Lana Lobell Fellow. They addressed the school assembly in George Washington Hall, visited classes, and conducted informal conference with students and faculty. Among the other distinguished guests who addressed the school on the Wednesday assembly program were President John Sloane Dickey of Dartmouth College, and Dr. Edwin O. Reischauer, United States Ambassador to Japan.

Among the guest artists to appear in George Washington Hall were Anna Russell; Jan Smeterlin, pianist; and Nancy Carr, lyric soprano. The thirty-third Sawyer Concert was given by the Solisti di Zagreb with Antonio Janigro as Conductor and violoncello soloist.

THE OLIVER WENDELL HOLMES LIBRARY

The Oliver Wendell Holmes Library (1929) was given by Williams Cochran, class of 1895; Moncrieff M. Cochran, class of

1900; and Louise Cochran Savage. It was named in honor of the poet and physician, a member of the class of 1825.

The early library of Phillips Academy numbered but a few volumes. Some of these are preserved in a separate collection as the Library of 1819, composed for the most part of Latin texts, lexicons, editions of the classics, orations, and sermons. There are over 75,000 volumes today, carefully distributed among the humanities and sciences, catalogued according to the Dewey system with cards from the Library of Congress, and superbly housed in a Georgian building equipped with stacks, work-rooms, studies, an exhibit hall, reference and reading rooms.

The Copley Wing, gift of James S. Copley, P.A., 1935, designed to seat 125 at small tables and carrels, is used as an American History Reserve Book Room. Typing facilities are provided.

Particular treasures of the Library are an original elephant folio of Audubon's *Birds of America* and contemporary accounts of John Paul Jones, given by Thomas Cochran of the class of 1890; papers and books of the poet, Oliver Wendell Holmes, for whom the Library is named; part of the library of Guy Lowell, architect of many of the Academy's buildings; a notable collection of 259 volumes on English Public Schools; the Mercer Collection on sports; publications by graduates and memorabilia of the Academy; classics given in memory of Allen R. Benner; O.S.S. Maps presented by General Donovan; Early Americana given by Nelson S. Taylor, of the Class of 1900; an historical map of the Academy by Stuart Travis, in the Freeman Room. Rare Vergiliana, gathered by Charles H. Forbes, and a handsomely bound collection of French literature, selected by Charles A. Parmelee, are kept in separate rooms open to all who may be interested.

THE ADDISON GALLERY OF AMERICAN ART

The Addison Gallery of American Art (1930) was established in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a small fund for additional purchases.

It is the aim of the Addison Gallery to serve as a cultural center for Phillips Academy students and outside visitors. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. The introductory courses in Art are held in the Gallery, which is also the center of voluntary work during spare time.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and offers educational opportunities to schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including nearly two thousand items, is recognized as one of the outstanding specialized collections in the country. Allston, Copley, Morse, Stuart, West, and others represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are examples by Cole, Doughty, Eakins, Homer, Inness, LaFarge, Ryder, Twachtman, and Whistler. The early part of the present century is shown in the work of such men as Bellows, Davies, Demuth, Hassam, Hopper, Luks, Marin, Prendergast, and Sloan. Recent acquisitions of contemporary paintings, sculpture, prints, and drawings complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a collection of 18th Century American silver, that of the James B. Neale bequest, received in 1946, selections of furniture, glass, and pewter of the Colonial period from the Mabel Brady Garvan Collection at Yale University are on permanent exhibition.

Among recent publications of the Addison Gallery are three books: "Layman's Guide to Modern Art," 1949-54; "The Naked Truth and Personal Vision," 1955, and "The American Line," 1959, all based upon special exhibits arranged in connection with the Upper Middle course in Art. All are simply written, and intended for adult as well as for student readers.

An Art Film Library of some three dozen titles was established in 1954 to serve schools and colleges in New England, as well as the Academy community.

THE ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, class of 1857, provides a fund for the maintenance of research in archaeology and for the museum, which was opened in 1903. The Foundation has carried on extensive archaeological research in the southeastern states and the Southwest and is continuing such work in New England and the Maritime Provinces.

In the exhibition halls there are to be seen collections from many of the principal Indian archaeological cultures. A decorative map of North America by the late Stuart Travis, concerned with the main culture areas of the continent, is mounted on the stairway. A model of a former Andover Indian village and a model of a portion of the pueblo of Pecos in New Mexico are also on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The Foundation has an extensive publication list, which is available at the museum office.

THE MONCRIEFF COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is a sixty-five-acre tract of rare beauty and of great educational value, located so close to the center of school activity that it is in fact an extension of the campus. Landscaped areas planted with dogwood, azalea, rhododendron and laurel provide a succession of bloom that draws many visitors from late April to mid-June. A brook and two ponds attract nesting ducks and geese, and extensive natural wild areas, varied in terrain and plant life, draw many species of small land birds and provide nesting places for grouse and pheasant. Other areas are set aside for student projects such as demonstration of

bird feeders; experimental plantings for attracting birds; soil studies; and raising and liberating ducks, quail, and pheasants. Special paths are designed and planted to show local ferns, wildflowers, and trees in their natural habitats. The Log Cabin, a rustic building with a large stone fireplace, kitchen, flagstone terrace and broad lawns, provides an attractive setting for a wide variety of social events at all seasons. The Cochran Sanctuary is unusual in its ideal location and in its varied facilities for conservation, education, and enjoyment.

STUDENT ACTIVITIES

Student hobby groups, clubs, and voluntary enterprises of various kinds are an extremely important part of life at Phillips Academy, changing from year to year in scope and organization, depending upon student interest. Student activities may be classed as literary, musical, forensic, scientific, and general. Each club is under student leadership, and is advised by a member of the faculty who is experienced in that field of activity.

The Phillipian, founded in 1878, is the school newspaper and publishes every Wednesday of the school year. Students on both the editorial and the business boards may obtain valuable experience, in writing and in business practice.

The Mirror, founded in 1854, is the undergraduate literary magazine, which appears six times a year. Positions on the literary, business, and photographic boards offer the profitable and interesting experience of working toward the publication of a magazine written solely by the students.

The Pot Pourri is the Academy yearbook, published after the end of each year. It contains pictures and personal information concerning all Seniors and non-returning Upper Middlers, group pictures of all school organizations, and many special features. The three boards, editorial, business, and art, offer excellent opportunities for the development of literary, business, or artistic talent. This book is the chief permanent record to which alumni turn for the record of their years at Andover.

The *Dramatic Society* is an organization for all students interested in acting, directing, stage design, scenery construction, lighting, and business managing. The major production each year is a Shakespeare play, or its equivalent, but where the schedule permits, modern plays, both dramatic and musical, are presented.

One of the most important groups within the Society is the *Stage Crew*. Carpenters, painters, shifters, electricians, and special effects men work together under a stage manager and a chief electrician. Their job is to build the sets and operate the staging for all the plays. Younger boys are encouraged to try out for the Stage Crew.

Another branch of the Society is the *Theatre Workshop,* whose intent is to offer further opportunities for students to participate in play readings, the production of one-act plays, and at least one full-length play each year. The organization particularly welcomes lower classmen. The Senior Class has a good chance to show its talent in the preparation of the Class-Day play. The best of these in the past have been full-length musical plays, written, produced, and directed by Seniors. The performance is on Class Day in June and is presented for parents and alumni. A final group of plays under the auspices of the Dramatic Society is that given in French, German, Latin, and Spanish, and directed by faculty members from the foreign language departments. The language plays are projects of *language-interest clubs* that feature, in addition, illustrated lectures, motion pictures from the country of their choice, and conversation. Often these groups meet around the dinner table.

Debating and school forums are held by *Philo,* properly the *Philomathean Society,* founded in 1825. Regular meetings, held bi-monthly in the faculty room, normally open to members only, provide forums for the discussion of local, national, and international issues. From time to time there are debates against visiting teams, which students may attend. Each year Philo sponsors a prize debating contest, and the organization has sponsored visiting lecturers and discussion leaders to stimulate interest in economic, social, and political problems. Some instruction in debating

technique, in public speaking, and in parliamentary procedure is offered.

Because of the growing interest in debating, a second society, *PNYX,* was organized in 1960 to provide weekly formal and informal debates, discussions, and forums. Its members engage in competition with those of the venerable Philomathean Society.

Students interested in art may work in the studio of the Addison Gallery with the *Design Club.*

Model Airplane enthusiasts may enjoy their hobby on outlying fields. Available to members for building planes and storing their equipment is a room in the basement of Peabody House.

The *Camera Club* has a dark room in the basement of Graves Hall, where students may develop, enlarge, and print their own photographs. Depending upon interest, groups meet for the discussion of fine points in the art of photography.

The *Radio Club* not only has a room in the basement of Morse Hall where radio sets may be constructed and repaired, but at the radio shack it also has facilities for transmitting and receiving amateur broadcasts. Code and theory classes are held in response to need.

Students who wish to construct furniture, models, or special equipment enjoy the *Woodworking Club.* The shop is well supplied with hand and power tools.

The *Rifle Club,* a large and active organization, gives boys who are interested in indoor rifle shooting, particularly upper-classmen, an opportunity to fire for pleasure, for National Rifle Association awards, and in interscholastic competition. The range is in the basement of Pearson Hall. An auxiliary range for Juniors is located in the basement of Williams Hall.

Model Railroaders may meet in the basement of Paul Revere Hall, where a layout has been constructed.

The chemistry laboratory is open, on schedule and under supervision, to experimenters in chemistry or physics *(Science Club).* Astronomers will find both a reflecting and a refracting telescope

on the campus. One of them is housed in an observatory *(Astronomy Club)*. A group interested in tapes and records makes recordings of school events *(Audio Club)*. Modest lapidary equipment is on hand for those boys who are interested in gems and minerals *(Minerals Club)*. Identification of minerals is another interest of this club. For the budding engineer, a 125 HP dynamometer with a Chevrolet engine on its jacks invites man-size experiments *(Mechanics Club)*. A supply of machinist's tools is available for the boy who is happiest in overalls.

Outings in search of Maine lobsters, the best ski trails, or another mountain to climb are the principal activity of the *Outing Club*. Canoeing, fishing, and rock climbing are also popular with the group.

The *Stamp Club* meets in the tower room of the Chapel. The club's program includes an annual prize exhibition. Philatelists are urged to bring their duplicate stamps and covers for trading.

The *Natural History Club* works in close cooperation with the Biology Department and the Cochran Bird Sanctuary. There are widely varied opportunities to study the animal and plant life of the region, both in the laboratory and in the field. Trips are taken to nearby points of interest. The club is licensed to carry on a bird-banding program.

The *Asia Society* founded in 1960 has as its aim the furthering of knowledge and understanding of Asian peoples and problems. The Society meets weekly for discussions, lectures, and films. It has also sponsored speakers for the school assemblies, among them the United States Ambassador to Japan, Mr. Edwin O. Reischauer.

The Phillips Society and its activities are based on an effort to see more clearly the needs and problems of people and to help meet those needs. Membership in the Phillips Society is open to any boy who wishes to participate in its program and activities.

The Phillips Society's interests are suggested by a list of some of its activities:

Receptions for new boys and for foreign students.

The raising of money for Red Cross, United Fund, the Salvation Army, the Grenfell Association, National Health Agencies, and other organizations and projects.

Conducting a program of forums, conferences, chapel talks, and discussion groups.

Collection of old clothes, books, and other articles for distribution to schools and hospitals.

Field trips to hospitals, factories, and recreation centers.

Sunday School teaching and deputation work in the churches in Andover and vicinity.

Among the extracurricular activities in the field of music are the *Marching Band,* the *Concert Band,* the *String Orchestra,* and the *Chorus* (combining both choir and glee club), which take part in many concerts as well as in an annual musical show. Other musical organizations are the *Aces* (a dance band), and the *Eight-in-One Octet.* A well-stocked record library is located in the *Record Room* where recorded concerts are given from time to time.

ATHLETICS AND PHYSICAL EDUCATION

Athletics and physical education are important at Andover. The physical education, intramural, and interscholastic programs involve every student; participation is required. The objective is development by each boy of his physical capabilities and of such qualities as courage, self-confidence, self-discipline, and self-control.

Each new boy must take a swimming test; non-swimmers must take special instruction until they meet minimum standards of proficiency. During his Junior year, every boy takes two hours a week of physical education in addition to his regular afternoon program of athletics. The morning program of swimming, track, and gymnastics attempts to develop early in the boy's career the self-confidence and physical skills essential for successful participation in the more advanced phases of the program. Standards of performance are based on the individual's own physical capacity.

The intramural and interscholastic programs provide competition at all levels in seasonal sports. Outside games are scheduled with neighboring high schools, preparatory schools, and college freshmen. During the fall, the sports offered are football, soccer,

gymnastics, rowing, cross country, and tennis; in the winter, basketball, swimming, hockey, wrestling, squash, track, skiing, and boxing; in the spring, baseball, tennis, golf, track, rowing, lacrosse, and life-saving.

The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports. The Medical Director's services, however, will be rendered and infirmary care provided without charge except for illnesses and accidents covered by the Andover Student Sickness and Accident Insurance Plan and by family insurance.

The Medical Director and the Athletic Department strongly advise parents to provide boys who wear glasses with shatter-proof lenses, not only to minimize danger of injury in athletics but also to avoid loss of study and reading time.

See page 33 regarding athletic equipment.

HEALTH SUPERVISION

Under the supervision of the Medical Director, every effort is made to improve each student's health, to prevent disease, and to diagnose and treat illnesses and injuries. Before school opens, every student is asked to have a general physical examination by his family physician as well as certain screening laboratory procedures, tetanus toxoid, typhoid-paratyphoid injections, smallpox vaccination, and Salk vaccine. His family is asked to answer questionnaires that may reveal significant symptoms or illnesses.

Immediately following the student's arrival at the Academy, a physical examination is done by the school physicians; complete dental and lung x-rays are taken, and careful ear and eye examinations are made. Tests for speech defects, reading speed, and language disability are completed. The full-time Medical Director and his associate, with the assistance of several consultants associated with the Medical Department and representing various fields, then correlate all information. By this means it may be possible to form an accurate estimate of the student's physical status and the ease with which he may be expected to adjust to the school environment.

The Isham Infirmary-Hospital is a fifty-five bed institution accredited by the Joint Commission on the Accreditation of Hospitals.

The Isham Infirmary-Hospital has a modern x-ray department, a clinical laboratory and a full-time x-ray technician. A well-equipped physiotherapy unit is under the direction of a qualified physiotherapist. Graduate nurses are in residence throughout the school year. The Isham Infirmary-Hospital is equipped to care for most serious medical and surgical emergencies as well as many other diseases and conditions commonly encountered.

Illnesses and injuries are treated when feasible by the Medical Director or his associate. If highly specialized care is required, local staff consultants and hospitals or Boston physicians and nationally known medical institutions are employed forthwith. Minor illnesses are reported to the parents by letter. Conditions that require treatment under general anesthesia or approach major proportions are reported by telephone to the student's family by the Medical Director as soon as a working diagnosis has been established.

The dental staff consists of three dentists representing the fields of dental surgery, general dentistry, and orthodontistry. There is a full-time dental hygienist. The fields of psychiatry and psychology are represented by a part-time psychiatrist and a full-time psychologist.

The Trustees' Infirmary-Hospital Committee meets with the Medical Director every three months to discuss policies of health and administration.

DAILY SCHEDULE

Chapel	7:50 A.M.
Recitation hours	8:12 A.M. to 12:50 P.M.
†Athletics	2:00 P.M. to 4:00 P.M.
*Recitation hours	4:13 P.M. to 6:00 P.M.
Evening study hours begin	8:00 P.M.
‡Sunday chapel service	11:00 A.M.

† The time for athletics varies with the team, the sport, and the season.
* Wednesday and Saturday afternoons are half-holidays.
‡ Vespers at 5:00 p.m. during the Winter Term.

WORK PROGRAM

The Phillips Academy work program, in which every boy takes part, has two objectives: to train boys to do useful work well and to reduce the operating costs of the Academy. Under the supervision of members of the faculty, the work program has become an essential part of the democratic life of the Academy.

The work program has three phases: (a) the daily care of dormitory rooms and corridors, under the direction of housemasters, (b) work in The Commons, to which all boarding students are assigned for two or three (non-consecutive) weeks during the year, and (c) work on the grounds and in the school buildings under the supervision of members of the faculty.

GRADES AND REPORTS

Reports on the student's work are sent to the parents or guardian twice a term. Grades are based on the results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

Counselors' reports are sent to parents at least twice a year.

DISCIPLINE

Phillips Academy seeks to help boys develop desirable attitudes and habits so that they will be sound and healthy individuals and good citizens of their community. The Academy bases its disciplinary policy on the assumption that each boy will, at all times and places, conduct himself as a gentleman. The Academy tries to inculcate in a boy personal integrity, responsibility for his behavior, self-control, and a sense of individual purpose. It believes that discipline should foster clear, independent thinking, good judgment, and sound scholastic achievement. In each boy, from the beginning of his career in Andover, the Academy aims to cultivate a sense of just pride in his school and of responsibility to an orderly society. The school has made its rules in accordance with these principles.

The school expects boys to occupy themselves with their studies and other school work during all study hours. A student is expected to meet all fixed appointments, such as recitations, daily

chapel or assembly, Sunday chapel, required athletics, and study hours. All appointments immediately preceding and following vacations and holidays the School considers especially important. Six unexcused absences in a term render a boy liable to discipline, as does an accumulation of demerits.

A student renders himself liable to dismissal if he is guilty of dishonesty, of gambling, of possessing or drinking alcoholic beverages, if without permission he is absent from school bounds or from his dormitory between 10 p.m. and 5 a.m., or if he is anywhere or at any time guilty of conduct unbecoming a gentleman.

Students may not possess, rent, or drive any motor vehicle within bounds, nor may they possess or use firearms or explosives of any sort, except as authorized under the rules of the Academy Rifle Club. Boys in the upper two classes may smoke at certain specified times and places. Only day students may use bicycles. Only Senior and Upper Middlers may have radios in their rooms; radios and television sets are available for the use of others in the common rooms of each class.

OUT-OF-TOWN EXCUSES

Students whose scholastic standing is satisfactory may with permission take two out-of-town excuses a term. Seniors are allowed five if they are passing all courses.

ROOM EQUIPMENT AND CLOTHING

The Academy provides each student with bed, mattress, pillow, bed linen, one blanket, chiffonier, desk, desk-chair, and easy chair. In double rooms they are provided for each occupant.

All boys are required to wear coats and neckties to recitations, meals, chapel, and assembly. Various sport combinations, including clean khaki trousers, are permitted; but a suit with a white shirt and appropriate socks and shoes is required for Sunday church and other formal occasions. All wearing apparel and personal effects should be plainly marked with the student's name.

All *protective* athletic equipment is furnished by the Academy. All other athletic equipment must be supplied by the boy. He is urged to bring along whatever he already possesses, but *not* to purchase anything new before coming to school. Substantial sav-

ings can be made on purchases through the Athletic Department. A limited supply of athletic shoes is available on a loan basis for scholarship boys. Every student is required to own a pair of high quarter sneakers.

The Academy does not issue a detailed list of necessary equipment, but in addition to the above, the following are suggested:

Two or three extra blankets or the equivalent
Warm overcoat or jacket for the winter months
Overshoes and rubbers for the winter months.

The Academy is not responsible for the loss of a student's clothing or personal effects, either during term time or when stored over vacation.

COLLEGE MATRICULATION OF THE CLASS OF 1960

College	*No. of Students*	*College*	*No. of Students*
American University, Beirut	1	Michigan, University of	1
Amherst	5	North Carolina, University of	1
Antioch	1	Oberlin	2
Arizona	1	Pennsylvania, University of	2
Bowdoin	1	Pomona	1
Brandeis	1	Princeton	23
Brown	11	Rensselaer Polytechnic Institute	1
California Institute of Technology	2	Rochester, University of	1
California, University of	4	Stanford	14
Colgate	2	Swarthmore	1
Colorado, University of	2	Texas Western College	1
Columbia	1	Trinity	1
Cornell	4	Tufts	5
Dartmouth	7	Tulane	3
Davidson	2	U. S. M. A.	1
Duke	2	U. S. N. A.	1
Harvard	50	Washington and Lee	2
Johns Hopkins	1	Wayne State University	1
Lawrence	5	William and Mary	1
Lehigh	1	Williams	1
McGill	2	Wisconsin, University of	1
Massachusetts Inst. of Technology	7	Yale	34
Massachusetts, University of	1	Total	217
Menlo Junior College	3	Total Institutions	46
Michigan State University (Oakland)	1		

FINANCIAL

A large part of the Academy's operating income is from the investment of its endowment funds. These funds have made it possible for many years to charge an inclusive fee lower than the

cost of a student's education and maintenance and, in addition, to make scholarships in varying amounts available to worthy and qualified students. Thus it can be said that all students, regardless of the fee paid or the scholarship earned, have benefited by the endowment funds.

Few patrons of the school in recent years have met the full cost of their sons' Andover education. The total cost to the Academy for each student in recent years has been in excess of $3,000. Of this figure, $1,800 is met by the inclusive fee, leaving a considerable balance to be met by the income from invested funds, by gifts from alumni, and from other sources.

Tuition Charges

The tuition for boarding students is $1800; for day students (who must live in the Greater Lawrence area) $1000: one half payable on October 1 for Fall Term, one fourth on January 1 for Winter Term, and one fourth on April 1 for Spring Term. Adjusted bills for scholarship students are payable on the same plan. An alternative to the above method of payment is offered, whereby tuition may be paid in ten equal monthly installments starting September 1 and ending June 1. A service charge of ten dollars is made for this accommodation. Each student, when assured of admission, is required to make a deposit of $50, which is credited on his first bill.

The tuition charge of $1800 covers instruction, board, room (including furniture, bed linen, and one blanket), physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and the authorized entertainments at George Washington Hall, including the Saturday evening motion pictures.

It does not include charges for tutoring, Language Training, special instruction in music or athletics, dental care, a medical fee of $11.00, medical insurance, personal laundry, textbooks, dues to school organizations, or breakage and damage to school property.

Bills for items not included in the regular school charge may be rendered at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must

be arranged in advance with the Comptroller. Classroom privileges may be denied to students whose bills are not settled when due.

No rebate for the term in which he leaves will be made to a student who for any reason is dismissed or withdrawn.

A student otherwise eligible for return in a given school year will not be allowed to register if his school account for the preceding year has not been paid in full.

The diploma of the Academy will not be awarded to a student whose school account is not paid in full by the date of graduation.

Breakage Deposit

Each student is required to make a deposit of $25 to cover breakage and other incidental obligations that may be incurred during the school year. The deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. The balance remaining after charges for breakage have been deducted will be refunded after the close of the fiscal year, June 30, or credited on the first bill for the following year.

Student Health and Insurance Program

All ordinary illnesses and injuries under the classification of "home care" are treated at the Isham Infirmary-Hospital by the Medical Director and his staff and are covered by the required health fee of $11.00.

Parents are, however, responsible for the cost of medical services for the care of illnesses and conditions for which they would have been responsible had the student been treated by his family physician in his own home or hospital. The family sickness and accident insurance policy, or a personal policy of the Blue Cross-Blue Shield type covering the student, will meet most of such Isham Infirmary-Hospital care.

Additional cost to parents of the broad medical services necessary for the student is met by the Andover Student Sickness and Accident Insurance Plan, which provides coverage over the full twelve-month period, twenty-four hours a day, on campus and off. It pays up to $650 for each accident or illness that requires treatment by physicians or hospital admission *outside the school.* The cost is $15.00 for all students.

Parents are strongly advised to take advantage of this low-cost insurance plan even though the student has in force a personal sickness and accident policy, since the benefits of the Andover Student Sickness and Accident Insurance Plan are payable *in addition* to any benefits a student may obtain under any personal policy. Not infrequently the coverage from all policies is necessary to meet the total expenses of a protracted or involved illness.

The rates established for the Student Health Fee and the Andover Student Sickness and Accident Insurance Plan are for the school year 1961-1962 and are subject to change for the following year.

Extras

As a rough guide to parents in budgeting for the total expected expenses of each academic year, the following low-average approximations of extras are given.

Laundry (if done locally)	$25.00 to 90.00
Pressing and cleaning	15.00
Books and supplies	35.00
Dues, publications, and charitable contributions	15.00
Medical fee	11.00
Medical insurance (optional)	0 or 15.00
Breakage deposit (refundable)	0 to 25.00
Miscellaneous, including spending money	110.00
	$211.00 to 316.00

Spending Money

Parents or students may open an account at the Treasurer's Office for personal expenses during the school year. Students are urged not to keep large amounts of cash in their possession or in their rooms.

Financial Aid *(see page 40 for basic policy)*

Scholarships vary in amount according to the applicant's need, ranging from $500 to the full amount of $1800. In addition to the scholarship award, part of the cost of travel (within the continental limits of the United States) is borne by the school when

a scholarship student lives more than about 400 miles from Andover. The travel allowance amounts to the cost of three round-trip railroad coach tickets, less $25 a trip. It is paid to the parent upon request after each trip.

Families whose need is not great but who, in the judgment of the Admissions and Scholarship Committee, are entitled to some financial assistance, will receive aid in the form of a loan. Such loans will not bear interest while the boy is at Andover, but interest at the rate of 3% per annum will be charged from the time of his graduation. Under normal circumstances repayment of the loan starts four years after the boy's graduation from Andover, at a time when, presumably, he has finished college. All awards of $500 or less will be made as loans. In some special cases loans for larger amounts may be arranged; in others, the award may occasionally be part outright grant and part loan.

The Committee requires the parents of all boys applying for financial aid to submit a complete report of their financial condition, which is kept confidential. All boys on the Scholarship List are expected to maintain academic records compatible with their ability and to show by their general record at Andover that they are aware of, and deserve, the opportunities that they enjoy.

Every scholarship boy is expected to perform some useful service for the school in partial return for the aid he has received. Accordingly, the Bureau of Self-Help exercises control over all student employment, such as campus concessions and work in the various departments of the school. The revenue anticipated from such work is included in the overall scholarship budget. Although the boy can, in addition, find odd jobs about the school that will help him with his pocket money, he should not expect to earn any significant sum.

A wide range of prizes is open for competition. A complete description of each prize, together with the names of last year's winners appears on pages 76-84.

Summer Session

The Summer Session is designed to encourage able, highly motivated boys of high school age to move ahead in areas of study in which they are particularly interested. With the exception of pre-

ninth grade students, who study English and mathematics, all boys take one major, 12-hour-a-week course in the subject of their choice, in addition to a required minor, six-hour-a-week course in English composition. Under this new plan no credit is offered for any course. The Session is not recommended for boys who need remedial or make-up work.

Instituted in 1942, the Summer Session was originally designed to provide students about to enter the Armed Services a chance to accelerate. In addition it proved valuable in familiarizing students assured of September admission with the relatively rigorous Andover program. It enabled some new boys to strengthen previous weaknesses, thus often saving them the loss of a full year. The great majority of the students in recent years, however, are not students who have been admitted into the fall session.

The twenty-first annual Andover Summer Session will open on Wednesday, June 27, 1962, and will close on Thursday, August 8. The Summer Session publishes its own catalogue which may be obtained by writing to the Director of the Summer Session, Andover, Massachusetts.

ADMISSIONS

GENERAL POLICY

PHILLIPS ACADEMY operates on the assumption that no boy should be deterred from applying for admission because his family is unable to pay the full cost of an Andover education. The Constitution of the Academy states, "This Seminary shall be ever equally open to youth of requisite qualifications from every quarter." With this principle in mind, the Admissions and Scholarship Committee selects each year from approximately fourteen hundred candidates the two hundred and fifty most promising and deserving boys, *regardless of their parents' ability to pay the full $1800 tuition.* The Academy calls this its "M. Q." or "Most Qualified" program. Thanks to the generosity of a large number of alumni and other friends, over $260,000 is available in 1962 to provide financial assistance for those among the two hundred and fifty admitted boys who are judged eligible on the basis of need.

The basic requirements for admission to Phillips Academy are evidence of sound character and *a strong school record.* Other considerations are personality, breadth of interest, geographical distribution, date of application, and performance on the Secondary School Admission Tests (see page 43). Because the Academy receives applications from many more qualified boys than it can admit, it must make selections on a competitive basis, with particular emphasis on character, personal qualifications, and promise.

The closing date for receiving applications varies from year to year. In 1961 it was January 31. Strong priority is given to those candidates who complete the full admissions procedure by January 1. It is *particularly* important to take the December 9, 1961 administration of the Secondary School Admission Tests.

Boys are admitted annually to each of the four classes. However, those who enter either the Junior (9th) or Lower Middle (10th) class normally adjust more easily and derive more benefit from the total life of the school, and they are more likely to assume positions of leadership and responsibility than are boys who come for only one or two years. A limited number of postgraduates are admitted each year. They are treated in every way as regular members of the Senior Class.

Financial Aid

The basic policy is described above. See pages 37-38 for details.

PROCEDURE IN APPLYING

Application Forms

In applying for admission to the Academy, the parent or guardian should submit the Preliminary Application Form at the back of this catalogue.

A fee of $10.00 is required of all candidates. A check or money order, payable to the Trustees of Phillips Academy, should accompany the application. The fee is not returnable.

On December 1st before the September of proposed admission, a *final* application form is sent to each parent or guardian who has filed a preliminary application. After completion of the first part by the parent or guardian, the application should be submitted to the principal of the school being attended by the applicant, with the request that it be completed *entirely* and returned directly to the Phillips Academy Admissions Office as soon as possible. Since applications received after January 1 do not receive the highest priority, parents must be sure that the school *does* forward the application promptly.

Personal Interview

All boys living within four hundred miles of Andover are required *by December 15* before the September of admission to visit one of the interviewing officers at the Academy, or one of the alumni representatives listed on pages 91-96. It is *highly desirable*, though not absolutely required, for all other candidates to be interviewed in Andover or elsewhere. In either case appointments should be made in advance, preferably by telephone when the distance is not great. Attention is called to the Academy office hours listed on page 16. Calls made to the Admissions Office should be directed to the Secretary to the Director of Admissions at GReenleaf 5-3400. Appointments with an alumnus should be made directly with the man himself, not through the Academy office.

Letters of Recommendation

Along with the final application blank, three Confidential Recommendation Forms will be sent to the parent or guardian. One of these should be given to the boy's *current* English teacher, the second to another *current* teacher (not the principal, who completes the application form), and the third to a last year's teacher. When completed, the confidential recommendations should be returned *by the writers* directly to the Admissions Office in stamped, addressed envelopes supplied by the candidate.

Additional reference letters from any source are welcome, but are not required.

Student Questionnaire

Each applicant is asked to complete a detailed questionnaire supplied with the final application form. He will be given the opportunity to enumerate the group (and individual) activities in which he has taken part. Among other things, he will be asked to write a paragraph or two on some assigned topic. He should not receive any help in meeting this requirement. The questionnaire should be sent promptly to the Admissions Office, but separately from the final application form.

Admission Tests

Candidates for the Senior Class must take the College Board Scholastic Aptitude Test, preferably the current December or January series, and request the College Board in writing to send Phillips Academy the results of *all* Board tests taken. A check or money order for $1.00 (one dollar) should accompany this request.

All other applicants are required to take the Secondary School Admission Tests in the year of candidacy, regardless of whether or not they have taken them previously. For 1962, the tests will be administered by the Educational Testing Service at centers all over the world on Saturday, December 9, 1961. The tests are given also on February 10 and April 7, 1962, but the Academy can hold out little hope of providing room for boys who take them in February, and no hope at all for those who wait until April. The February and April dates can be used to provide a "trial run" for 1963 candidates.

Each applicant must complete a special form (supplied with the "Bulletin of Information for Candidates") and be sure that it reaches the Educational Testing Service by the deadline dates listed in the Bulletin. The cost is $6.50 payable to the Educational Testing Service. A "Bulletin of Information for Candidates" will be sent to all 1962 candidates who have filed the Preliminary Application Form. Other applicants may obtain them by writing to Secondary School Admission Tests, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey.

Special preparation or tutoring for the admission tests is neither necessary nor advisable. Sample tests are not available, but the "Bulletin of Information for Candidates" contains a few typical questions.

Action and Deposit

By agreement with a number of schools, no boy will receive official notice of admission earlier than February 15, and no parent will be *required* to confirm the admission, by deposit or otherwise, before March 15. However, as soon as a boy hears favorably from his first choice school, he is *strongly* requested to notify *immediately* that school and all others to which he has applied. This action will enable schools to release more letters of admission to waiting candidates.

Phillips Academy candidates for 1962 may expect notification of action on *completed* applications as soon as possible after February 15 and in all cases before March 15. Successful candidates who decide to accept their admission are required to pay a nonreturnable deposit of $50.00 (to be credited on the first school bill).

It should be understood that admission is contingent upon maintenance of a thoroughly satisfactory school record in every respect.

Placement Examinations

Applicants who have been admitted to the Academy, and who have thereafter paid the required deposit, will write subject-matter placement examinations on or about Friday, May 18. The Admissions Office may exempt boys with outstanding records and Secondary School Admission Test results from all or part of this require-

ment. Those who do not live within commuting distance of Andover may write examinations at their local schools. Boys attending independent schools that belong to the Independent Schools Education Board and use its papers as regular final examinations may substitute them for the Academy's placement examinations.

Preparation for the Placement Examinations

While no special preparation for the *admission tests* is expected, outside study or tutorial assistance in anticipation of the *placement examinations* will usually be helpful. Sample placement examinations are supplied without charge by the Admissions Office upon receipt of a request that includes a statement of the subjects studied in the year just prior to admission. Each sample examination lists the topics to be covered in preparation for the examination.

As a further aid to candidates for placement in the two lower classes, and to those upper class candidates who are currently studying the first year of Latin, French, or Spanish, the Independent Schools Education Board, 186 Center Street, Milton 86, Massachusetts, publishes each year, for $1.25 postpaid, a pamphlet entitled "*Definition of the Requirements for 19—.*" The pamphlet contains detailed subject-matter requirements in English, Mathematics, Latin, French, and Spanish for use in grades six through nine. The standards parallel closely those of Andover. The previous year's examinations in each subject at each level are included.

The proper use of the Independent Schools Education Board pamphlet should enable parents to determine well in advance whether their boys are receiving adequate preparation for the Academy. Please note that Phillips Academy encourages but does not require the study of a foreign language in grades six through eight.

Room Assignment and Matriculation Notices

Rooms are assigned to incoming students in early August, *in the order in which their admission applications are filed.* A notice regarding the opening appointments of the school year, together with various required forms, is sent in August to the parents or guardians of all successful applicants.

Parents are referred to the section on Health Supervision (pages 30-31 for the Academy's regulations regarding immunization against certain infectious diseases.

PLACEMENT REQUIREMENTS FOR EACH CLASS

The examinations ordinarily required for entrance to the four classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

Junior Class

Boys of good scholastic ability and achievement should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Attainment in their studies will be estimated from placement examinations in English* and mathematics.* Normally, the mathematics examination will cover arithmetic and some elementary algebra, but a boy whose eighth grade course is a standard first-year, high-school algebra course should write instead the paper for entrance to Mathematics 2.

Some acquaintance with a foreign language is helpful, although not essential. Boys who are currently studying one* should write the appropriate placement examination.

Lower Middle Class

For entrance to the regular work of the Lower Middle year, placement examinations are required in algebra,* in English,* and in foreign languages* currently being studied. The work is described on pages 51-75. *In most instances the courses offered at Phillips Academy in the Junior year (ninth grade) cover considerably more ground than those given elsewhere at the same level. For this reason applicants are advised to note carefully the description of the Academy's Junior courses, and the sample examinations for entrance to English 2, Mathematics 2, and the second year of the appropriate foreign language, which will be sent upon request without charge. Extra preparation*

* Instead of its own placement examinations, the Academy accepts certain examinations of the Independent Schools Education Board for candidates from those independent schools that make use of the Board's papers at the end of the school year.

may be advisable. Credit for the History and Science of the Junior year may be granted on the school record without examination.

Upper Middle and Senior Classes

Successful candidates for the Upper Middle and Senior Classes will write the Academy's placement examination for entrance to English 3 or English 4. Placement examinations for entrance to the second- and third-year levels of a foreign language will be required of candidates planning to continue the language at the Academy. Examinations in other subjects may be required, depending on the courses taken and the quality of the applicant's record. Candidates must secure credits, by examination or certification, that cover the work of the Academy's lower years. Candidates who have taken or who expect to take College Boards should request the Board in writing to send the results to the Phillips Academy Admissions Office.

Postgraduate Students

A limited number of well qualified secondary-school graduates are admitted each year. They must take the College Board Scholastic Aptitude Test, preferably the current December or January series, and request the College Board in writing to send Phillips Academy the results of all Board tests taken. A check or money order for $1.00 (one dollar) should accompany this request.

COURSE OF STUDY

THE CURRICULUM of Phillips Academy combines a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. The total program normally includes four years of English, three years of mathematics, three years of one foreign language, a year of American history, a year of a laboratory science, one course in art or music, one course in the Bible, and four or five additional courses. Instruction is given in all subjects required for entrance to higher institutions, whether liberal arts or technical.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their attainment. Honors and advanced courses offer particularly able and well-prepared students opportunity to progress at a rate commensurate with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should have credit for the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

Every boy is assigned to a Class Officer, who advises in the selection of courses designed to meet Andover's diploma requirements, college entrance requirements, and the student's particular interests. The Class Officer also recommends such subsequent changes as are necessary or advantageous. It is highly desirable that, before conference with the Class Officer, students and parents acquaint themselves as fully as possible with the Academy's basic requirements and with the possibilities of its flexible program. Also, all applicants, and especially those for the Upper Middle and Senior classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

Two additional descriptions of the Andover curriculum; namely, "Planning a Program of Studies at Andover" and "The Andover Honors Program," are available upon request.

See pages 51-75 for descriptions of all courses.

DIPLOMA REQUIREMENTS

The diploma requirements for students entering Phillips Academy for the full four years are indicated below. Certain modifications are permitted for boys entering after the Junior year (9th grade). The Admissions Office will welcome inquiries concerning specific requirements for such boys.

4 units of English
3 units of mathematics
3 units of one foreign language, either ancient or modern
1 unit of history, normally American
1 unit of laboratory science
*½ unit of ancient history in the Junior year
*½ unit of elementary science in the Junior year
3 units of elective courses
Bible in the Lower Middle year
Art or Music in the Upper Middle year
An elective minor in the Senior year

In addition, candidates must pass all courses in their Senior year even though they may be ahead in units.

Qualified boys are allowed to substitute a fifth major course for Bible, Art or Music, and the Senior minor elective.

* Qualified boys may take a second foreign language in place of these two minor courses.

THE NORMAL FOUR-YEAR PROGRAM

Junior Year (9th grade)	*Periods a week*
English 1	5
Mathematics 1	5
Foreign Language 1	5
History 1	3
(or a second foreign language replacing History and Elementary Science)	
Elementary Science	3
Total	21

Lower Middle Year (10th grade)	*Periods a week*
English 2	4
Mathematics 2	4
Foreign Language 2	5
*Elective (major)	4 or 5
Bible 1	2
Total	19–20

Upper Middle Year (11th grade)	
English 3	4
Mathematics 3	5
Foreign Language 3	4
*Elective (major)	4 or 5
Art or Music	2
Total	19–20

Senior Year (12th grade)	
English 4	4
History 4 (American)	5
*Elective (major)	4 or 5
*Elective (major)	4 or 5
Elective (minor)	2
Total	19–21

Elective Majors

English 5, 5c
Greek 1, 2, 3, 4
Latin 1, 2, 3, 4, 5
French 1, 2, 3, 4, 5
German 1, 2, 3, 4, 5
Spanish 1, 2, 3, 4, 5
Russian 1, 2, 3
Biology
†Chemistry
†Physics
†Mathematics 4
†Mathematics 5
Mathematics 6
†Art Major
†Music Major
†Religion
†History 3
‡History 2

No credit is given for less than a two-year sequence in any foreign language.

* One elective major in three upper years must be a laboratory science. If a second foreign language was begun in the Junior Year, the elective in the Lower Middle Year must be the second year of that language.

† Normally for Upper Middlers and Seniors only.

‡ Not permitted after the Lower Middle year.

Elective Minors (ordinarily for Seniors only)

Advanced Art
Anthropology
Bible 2
Biology S
Chemistry
Chorus
Concert Band
French
German
Greek
Harmony
Instrumental Lessons
Introduction to Asia
Latin
Mathematics L
Mathematics S
Mechanical Drawing
Music Appreciation
Navigation
Orchestra
Philosophy
Physics
Politics of International Relations
Public Speaking
Social Problems
Spanish
Studio Art
Trigonometry

Special Courses

Special courses designed to cover the work of two years in one are open to properly qualified Juniors in mathematics, French, and Latin; and, to Seniors, in German, Greek, Russian, and Spanish.

Honors Courses and Advanced Placement

The Andover curriculum offers honors courses in most departments. It also provides special programs in mathematics, Latin, and the modern foreign languages, designed to cover four years' work in three or five years' work in four, and a two-year honors sequence in the physical sciences. The honors programs are open, on invitation of the departments, to especially able and ambitious students.

A large number of Andover seniors take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit towards the college degree.

DESCRIPTION OF COURSES

ANTHROPOLOGY (See *Science*)

ART

The courses in Art are organized to develop the visual perceptions of all students—not only of the "talented few" possessing special interests. The basic course is normally taken by a boy in his Upper Middle year, who thus will have the opportunity in his Senior year to pursue his interests in an elective course. Reading assignments, illustrated lectures and original works of art displayed in the Addison Gallery complement the experience of class and studio.

Introduction to Art. Two hours. During the year 1961-62, either Introduction to Art or Studio Art (see below) may be taken to satisfy the diploma requirement previously including both Art and Music. The purpose of Introduction to Art is to provide a basis for making reasoned judgments in the visual field. The student is presented with facts relating to the structure and design of architecture, painting, sculpture, and, to a lesser degree, the decorative arts. By analyzing certain monuments, the student discovers how the style of each is related to the age in which it develops. Finally, he is shown how to use his own judgment about the monuments. Whenever possible, collections and exhibitions in the Addison Gallery are used for illustration. Seniors at the Academy for one year only may take the course as an elective.

Studio Art. Two hours. An alternative to Introduction to Art, but presented in more practical terms. In its emphasis on observation, interpretation, and organization, it is designed to supply the basis for a critical understanding of contemporary surroundings. Four hours of class work count for two hours credit, with no outside preparation required. Along with continuous drawing exercises and a brief historical survey, the student receives in successive terms two hours a week of experience in photography and three-dimensional construction. Previous experience is not required for the course.

Advanced Art. Two hours. A sequel to Studio Art. Advanced Art allows the student to continue individual work in painting or sculpture. Four hours studio work counts for two hours credit, with no outside preparation required.

Art Major. Four hours. An advanced course in the visual arts offered as an elective to students who have taken either the introductory course or a studio course. It combines studio work and discussion. The primary purpose is to relate the history of American Art (by means of

frequent reference to the Addison Gallery Collection) to the senior course in American History. Work in the studio is intended to develop an aesthetic and imaginative sensitivity that will complement the intellectual emphasis of the classroom discussion.

ASIA: AN INTRODUCTION (See *History*)

BIOLOGY (See *Science*)

CHEMISTRY (See *Science*)

THE CLASSICS

The courses in Greek and Latin are arranged to provide a four-year course in Greek and a five-year course in Latin. The Department hopes that a number of boys with Classical interests will elect four years of one language and three of the other. However, the pressure of modern times must make it advisable for most boys to take one ancient and one modern language. Such boys may elect either Greek or Latin in their first year. Those planning on a general education, on the advanced study of Romance languages, or on entering the Law, will naturally prefer Latin; but boys interested in literature, archaeology, philosophy, or medicine, might well choose Greek as their ancient language. It is no more difficult than Latin as a first language.

Greek

GREEK 1. Five hours. The course is devoted mainly to forms and the most essential principles of syntax. Chase and Phillips' *A New Introduction to Greek* (Harvard University Press) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek reader, or from the initial chapters of Xenophon's *Anabasis*.

GREEK 1-2. Five hours. The course is open to properly qualified Seniors and Upper Middlers. It covers in one year the essential material of Greek 1 and Greek 2. The texts are Chase and Phillips' *A New Introduction to Greek* and Xenophon's *Anabasis*.

GREEK 2. Five hours. The second year is occupied with selections from Xenophon's works and with some easy dialogue of Plato. Prose composition in Attic Greek is studied, the grammar is reviewed, and there is much work in sight translation.

GREEK 3. Four hours. The third year is spent mainly in reading selected books of the *Iliad* and the *Odyssey*. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read.

GREEK 4. Four hours. The fall term is devoted to selections from Herodotus, Hippocrates, and Plato, the winter to a play of Sophocles, the spring to selections from the Greek lyric poets.

GREEK T. Two hours. A Senior elective that studies the Greek Old and New Testaments.

GREEK COMPOSITION. See notice under *Latin Composition.*

Latin

LATIN 1. Five hours. The year is spent in learning the basic forms and syntax of the language and a fundamental vocabulary. There is constant practice in sight reading and in prose composition of simple sentences. The purpose of the course is to prepare boys for general reading in Latin prose, not solely in Caesar. The text is *A New Introduction to Latin,* by Alston H. Chase.

LATIN 1-2. Five hours. Boys who are not ready for Latin 2, but who make a high grade on the Advanced Latin I Entrance Examination, may be placed in Latin 1-2 and thus given opportunity to complete two years of work in one. Those who pass the course successfully are given credit for two years of Latin. The course is reserved for boys who give evidence of high ability.

LATIN 2. Five hours. During the first term, the course gives a thorough review of the fundamentals of Latin grammar and begins the reading of Caesar. In the last two terms, more Caesar is read, but the reading will be varied by selections from other Latin prose authors and from simple poetry. There will be practice in sight translation and in prose composition. The text is *An Intermediate Latin Reader,* by William J. Buehner.

LATIN 3. Four hours. The course has a threefold purpose. Linguistically, it teaches students to read Latin prose with increasing ease. Historically, it presents a picture of Cicero's life and times and compares his period with our own. Culturally, it assesses the literary importance of Cicero as the creator of a prose style which influenced the literature of Europe for centuries. Representative selections are read from the writings of Cicero as well as passages from other prose authors. There is constant practice in sight translation. In the last weeks of the year, selections from Ovid, Vergil, or one of the Comedies may be read.

Students who have done high honor work in Latin 2 and who intend to take only three years of the subject are allowed to choose either Cicero or Vergil for their third-year Latin.

LATIN 4. Four hours. By a study of selections from the *Aeneid* and from other Latin poetry, the course attempts to introduce students to both the forms and the content of classical poetry and to make plain its influence upon the poetry of the modern languages. The student is given

constant practice in reading Latin verse aloud. The poems are studied as literature and not merely as exercises in translation.

Latin H. Two hours. Reading and discussion of the *Odes* of Horace, with special attention to the literary artistry of the poems, to their sources in the Greek Lyrics, and their influence upon modern poetry. Open to properly qualified students who have passed Latin 3.

Latin S. Two hours. This course, less demanding than Latin H, is designed for boys who have completed Latin 3 and desire to keep in contact with the language through a minor course. The reading is chosen from the First Book of Livy's *Histories,* the poems of Catullus, and the *Menaechmi* of Plautus.

Latin 5. Four hours. Open to students who have passed Latin 4 or who otherwise satisfy the Chairman of the Department of their fitness. The course is the equivalent of the customary Freshman Latin course in most colleges. In the first term, selections from Livy's *Histories* will be read and the reading of selections from Catullus and Horace's *Odes* will be begun, to be carried on through the second term. In the winter, two Roman comedies will be read; and, in the spring, selections from Tacitus' *Annals.*

Accelerated Courses. Students of high ability and ambition will, at the end of the first term of Latin 1, be offered the opportunity to join an accelerated section, Latin 1X. They will continue in Latin 2X, and proceed in their third year into Latin 4, thus gaining credit for four years of Latin in three years. Boys who drop out at the conclusion of Latin 2 X will obtain credit for only two years of Latin.

Latin Composition. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition in either Latin or Greek.

ENGLISH

The courses in English aim to teach students to think logically, to speak and write clearly, to read with comprehension and appreciation, and to develop discrimination and taste in the judgment of books.

Courses at all levels include frequent practice in speaking and writing, close reading, sustained attention to problems of syntax and rhetoric, the study and discussion in class of the chief literary types, and wide collateral reading.

Sections vary in size from ten to fifteen. After the Junior year particularly able boys are assigned to honors sections and encouraged to develop their special literary aptitudes. Classroom teaching is supplemented in each year by conferences with individual students.

In addition to assigned reading, students do collateral reading which is guided by the English teacher. In each course students are encouraged to do original writing of story, poem, and essay. The Department sponsors a series of prize competitions to stimulate interest in original writing.

There are two elective courses for those students who have completed four years of English, one a course in composition, the other a course in American literature.

ENGLISH 1. Five hours. The work of the course includes (1) a review of grammar, drill in spelling and punctuation; (2) the study in class of selected short stories, a novel, a play, selected essays, selected narrative and lyric poems; (3) composition, beginning with a study of paragraphs and proceeding to the writing of simple expository, narrative and descriptive themes; (4) instruction and drill in the rudiments and techniques of oral expression.

A departmental examination is given at the end of each term. Representative texts are *Story Essay,* edited by McClay and Judson (Holt), *Julius Caesar, A Tale of Two Cities, Great Expectations, Alice in Wonderland, Pilgrim's Progress, Aesop's Fables, Looking Glass Book of Verse.*

ENGLISH 2. Four hours. The work of the course includes (1) a review of grammar, drill in spelling and punctuation; (2) a study of syntax; (3) elementary study of rhetoric; (4) practice in close-reading; (5) composition, chiefly exposition and the personal essay; (6) the reading and discussion of literature: the short story, the novel, drama, poetry, and the familiar essay.

A departmental examination is given at the end of each term. Representative texts are *Harbrace College Handbook* (Harcourt, Brace), *Great Short Stories,* edited by Schramm, *Babbitt, Henry IV (Part I), Wuthering Heights, Idylls of the King,* and *Sound and Sense,* edited by Laurence Perrine.

ENGLISH 3. Four hours. The class hours are divided between the study of literature and composition. Fiction, drama, the essay, poetry, and biography are examined in classical and modern texts, with particular emphasis upon explication. Homer's *Odyssey* is read by all sections.

There are frequent themes and class papers, and special attention is given to practical problems of syntax and rhetoric.

Representative texts are *Far from the Madding Crowd, Victory, Gulliver's Travels, Ethan Frome,* Peterson's *Notes on The Odyssey;* plays of Shakespeare, Sheridan, Shaw, O'Neill, Wilder; Williams' *The Pocket Book of Modern Verse,* Untermeyer's *A Concise Treasury of Great Poems.*

ENGLISH 4. Four hours. The course gives training on an advanced level (1) in the reading and discussion of literature, chiefly English and American; (2) in close reading of selected passages of prose and poetry; (3) in logical thinking; (4) in composition and rhetoric. The course seeks to stimulate active and thoughtful class discussion of the assigned

reading, to establish criteria for judging books, and to develop literary taste. There is continuing practice in writing, including critical essays, term papers, and original work.

Representative texts are Homer's *Iliad,* Hardy's *The Return of the Native,* Hawthorne's *The Scarlet Letter,* Hemingway's *A Farewell to Arms,* Fitzgerald's *The Great Gatsby,* Conrad's *The Nigger of the 'Narcissus',* Sophocles' *Oedipus the King* and *Antigone,* Ibsen's *Ghosts,* Shakespeare's *Hamlet, Othello,* and *King Lear,* Shaw's *Saint Joan* and *Caesar* and *Cleopatra,* Thoreau's *Walden,* Dean's *Essays* (Harcourt, Brace), Williams' *A Little Treasury of Modern Poetry* (Scribner), Untermeyer's *The Book of Living Verse.*

English 5. Four hours. An elective course in American Literature open to students who have successfully completed four years of secondary-school English or who have otherwise demonstrated ability to do advanced work in English. The anthology for class use is *A College Book of American Literature,* edited by Ellis, Pound, Spohn, and Hoffman (American Book Co.).

English 5C. Four hours. An elective course open to students who have successfully completed four years of secondary-school English but who desire further training in composition. Extensive writing of both outside and class papers is the main business of the course. Much of the writing is based on a study of models in Haines's *Problems in Prose.* In addition there is both extensive and intensive reading within one literary period—Romantic, Victorian, or Modern.

FRENCH (See *Modern Foreign Languages*)

GERMAN (See *Modern Foreign Languages*)

GREEK (See *The Classics*)

HISTORY

The courses in history have two purposes. They are arranged to provide information in company with other subjects; they are developed consecutively to give increasing experience in precision of thinking and to train students in the logical expression of what they know. The system of courses is scaled during the first year to the potentialities of the younger students, stressing the topical approach; it becomes increasingly mature and analytical during the succeeding years.

History 1. Ideas in Motion. Three hours. The course is designed to provide Juniors with a series of stimulating examples of man's develop-

ment and culture. The focal point is man's experiences and ability to adapt circumstances to his needs, to work with others for common purposes. With this objective, the course shows man in several environments: Man and the Land—Geography; Man's Entrance into History—the River Civilizations; Man Makes a Living—Economics; Man Organizes with Others—Government; Man Tries to Understand the Unknown—Religion; Man Resorts to Force—War; Man Utilizes Nature—Science.

The appropriate contributions of ancient civilizations will usually be the starting point of each topic, which will be carried through to modern times. By this technique the boy will be able to relate his work to some degree to his own experiences. Lectures on aspects of specific topics will occasionally be given to prepare the boy for later work in this method.

Each topic will be approached through textual and supplementary readings, class discussions, and training in essay writing. Illustrative material—films, slides, displays—will be used wherever possible. Students will be encouraged to pursue their own special historical interests through reports, papers, and projects.

Text: Boak, Slosson, Anderson, Bartlett, *History of Our World* (Houghton Mifflin). Supplementary Books (all available in paperback or inexpensive cloth editions): J. M. Mogey, *Study of Geography* (Oxford); H. W. vanLoon *Story of Mankind* (Pocket); P. L. Ralph, *Story of Our Civilization* (Everyman); L. Cottrell, *The Anvil of Civilization* (Mentor); A. R. Burns, *Pericles and Athens* (English Universities); R. Burlingame, *Machines That Made America* (Signet Key); J. Gaer, *How Great Religions Began* (Signet Key); F. Pratt, *The Battles That Changed History* (Doubleday Dolphin); *Lives in Science,* Scientific American (Simon & Schuster).

History 2. Men and Great Issues of History. Four hours. The course for Lower Middlers will be a study of outstanding people and significant events in the history of Europe. A textbook will be used as background material, with usually a week's textual assignment of a biography or an important historical event. The course will illustrate the interplay of people upon their times, and the influence of events upon a country or a period of history. The biographies and events will cover such topics as: Eleanor of Aquitaine and Mediaeval Europe; Lorenzo de' Medici and the Renaissance; Martin Luther and the Reformation; Christopher Columbus and the Age of Exploration; Elizabeth I and the Dynastic State; Peter the Great and the Emergence of Russia; Napoleon and the French Empire; Disraeli and the Victorian Age; Hitler and Dictatorship; Gandhi and His Influence; Outstanding Scientists and their Discoveries.

Where available, films will be used to illustrate men and their times. Members of other departments will offer lectures in their special fields. Periodically students will be expected to write papers on special topics of their particular interest.

Text: Brinton, Christopher & Wolff, *A History of Civilization,* (Prentice-Hall); Supplementary books: A. Kelly, *Eleanor of Aquitaine* (Vin-

tage); Aday, C. *Lorenzo de' Medici* (Macmillan); R. Bainton, *Here I Stand, A Life of Martin Luther* (Mentor); J. Neale, *Queen Elizabeth I* (Doubleday Anchor); S. Morrison, *Christopher Columbus, Mariner* (Mentor Book); M. Ashley, *Louis XIV and the Greatness of France* (Macmillan); E. Andrade, *Sir Isaac Newton: His Life and Work* (Anchor); B. Sumner, *Peter the Great and the Emergence of Russia* (Macmillan); J. Thompson, *Robespierre and the French Revolution* (Macmillan); H. Pearson, *Disraeli: His Life and Personality* (Grosset); A. Bullock, *Hitler: A Study in Tyranny* (Bantam); L. Fischer, *Gandhi: His Life and Message for the World* (Mentor).

History 3. Modern Europe. Four hours. For Upper Middlers the course will be a background survey from 1500 A.D. to the end of the 17th century, and an intensive study of events and periods from the French Revolution to the present day. The course will be chronological and will deal in particular with significant issues: The Development of Absolutism and Constitutionalism; Problems of the Balance of Power; the French Revolution and the Napoleonic Empire; Revolution as an Historical Process; Rise of the Middle Class; the Challenge of Socialism and Marxism; Imperialism of the 19th Century; the Germany of Bismarck; the Diplomacy of World War I and the Peace Settlement; the Russian Revolution and the Soviet Union; the Dictatorship and Politics of Fascist Italy and Nazi Germany; World War II and the Search for Security; the Cold War; Issues of Foreign Policy of the United States and the Soviet Union.

Qualified students will be prepared for the Advanced Placement examination in European History.

Texts: Palmer & Colton, *A History of the Modern World* (Knopf); Goldwin Smith, *A History of England* (Scribner); Hall & Davis, *The Course of Europe Since Waterloo* (Appleton-Century); Black & Helmreich, *Twentieth Century Europe* (Knopf). Readings: E. Weber, *The Western Tradition* (Heath).

History 4. The United States. Five hours. The course for Seniors, opens with the American Revolution and proceeds through the transition from Confederation into Federal Union, from conflict and division to reunion, and the growth of the United States as a world power. It closes with events of the present time. It surveys the westward movement, the plantation system, the development of industry, the labor movement, and the foreign policy of the American government.

Although public affairs are the central theme, stress is placed upon geographical, economic, social, and governmental problems; the careers of eminent men are examined in relation to these problems. Much attention is given to historical decisions of the Supreme Court. Matters of literary, intellectual, religious, and philosophical import are indicated but not stressed. Students with a satisfactory average may with permission

elect to write a winter term paper in lieu of the winter term final examination.

Texts and reference works:

General: Morison and Commager, *The Growth of the American Republic*; Randall, *The Civil War and Reconstruction*; Hacker and Kendrick, *The United States Since 1865*; Mitchell and Mitchell, *American Economic History*; Malone & Rauch, *Empire for Liberty*; Amherst Series.

Source Books: Commager, *Documents of American History*; MacDonald, *Documentary Source Book of American History*; Evans, *Cases on American Constitutional Law* (Fenwick Edition).

Special Histories Cited Frequently Throughout the Syllabus: Bailey, *A Diplomatic History of the American People*; Bemis, *A Diplomatic History of the United States*; Bartlett, *The Record of American Diplomacy*; Swisher, *American Constitutional Development*; Kelly and Harbison, *The American Constitution*; McLaughlin, *A Constitutional History of the United States*; J. W. Pratt, *History of U. S. Foreign Policy*; D. Brogan, *Era of Franklin D. Roosevelt*; H. U. Faulkner, *From Versailles to the New Deal.*

Special Historical Works Cited at Appropriate Places in the Syllabus: The Bassett, Turner, McDonald and Dunning volumes of the older *American Nation Series*; Nettles, *The Roots of American Civilization*; Miller, *The Origins of the American Revolution*; Corwin, *John Marshall and the Constitution*; Nevins, *Ordeals of Union* (2 vols.); Nevins, *Emergence of Lincoln* (2 vols.); Pringle, *Theodore Roosevelt*; Allen, *Lords of Creation*; Corwin, *The Constitution and What It Means Today*; Mason & Leach, *In Quest of Freedom*; R. Hofstadter, *American Political Tradition.*

History 5. Politics of International Relations. Two hours. An elective course for Seniors. The emphasis will be upon the politics of 20th-century nations and their effects upon United States foreign policy and international relations. The course is organized to introduce students to the many factors affecting Great Power politics, and to demonstrate the causal relationships in modern international events: the Fundamentals of International Relations; Power Politics; National Interests and Objectives; Geography and World Politics; Economics and World Politics; Significant Nations and Areas; Modern Europe; the Soviet Union; China; Emerging Africa; United States foreign policy, its making and execution, development since 1945, the factors influencing it.

Readings will be in such sources as: *Rockefeller Reports,* "International Security—the Military Aspect," "Mid-Century Challenge to U.S. Foreign Policy" (Doubleday); R. C. Macridis (ed.), *Foreign Policy in World Politics* (Prentice-Hall); George F. Kennan, *Russia, The Atom and the West* (Harper); Raymond Aron, *Century of Total War* (Beacon); R. Strausz-Hupe, *Protracted Conflict* (Harper); A. Boyd, *Atlas of World Affairs* (Methuen), P. Ritner, *Death of Africa.*

History 6. An Introduction to Asia. Two hours. It is the purpose of this course to introduce the American student to Asia, through

study and critical examination of the histories of China and Japan. This approach does not, nor can it profitably, exclude consideration of Asia's classical civilization; but it does tend to place major emphasis upon the past century and one half. Topics covered include: The Roots of Chinese and Japanese society; the Western Impact Upon Asia; China's and Japan's Response to the West; the Rise of Asian nationalism; Japan as a World Power; the Rise of Mao and the Chinese Communists; Asia in World War II; United States Policy in Post-War Asia.

The course consisting of reading, lectures, class discussion, map exercises and work projects is open to members of the Upper Middler and Senior classes. Textual material and supplementary readings are taken from such works as Clyde, P. H., *The Far East*; Reischauer, E. O., *Japan Past and Present*; Fairbank, J. K., *The United States and China.*

LATIN (See *The Classics*)

MATHEMATICS

The courses in mathematics have two purposes. First, an attempt is made at each level to give the student an appreciation of the mathematical structure and thus of the essential aesthetic quality of the mathematical field he is working in. The teacher also tries to give him an idea of the way in which mathematical concepts grow, by repeated abstraction and generalization, from the physical phenomena with which he is familiar. Thus, in the first two years of algebra the study of the natural numbers of arithmetic leads into the study of the integers, the rational numbers, the irrational numbers, and an introduction to the real and the complex numbers. A basic concern with the relations and functions of these numbers paves the way for a systematic study in the senior year of polynomial, exponential, logarithmic and trigonometric functions. Meanwhile, however, a study of the postulates and theorems that control the operations on these numbers prepares the way for the careful study of synthetic geometry. The interrelationships of the various disciplines of mathematics are illustrated by constant work with analytic geometry, beginning in an elementary fashion in the first year. The study of elementary continuous functions in the first half of the senior year is complemented by later work in the mathematics of finite and discrete phenomena, as illustrated in elementary probability and some of its applications to statistics.

Completion of this program in either three or four years may prepare a boy conceptually for the calculus; but, of course, he cannot go on in college or university mathematics without a command of the essential technical skills. Thus, the teacher's second purpose is to train a boy to have these skills readily available. Constant and consistent problem work

throughout the four years provides the necessary proficiency for further work in higher mathematics and in its applications to the other sciences.

MATHEMATICS 1B. First Year Algebra. Five hours. The course provides an intensive study of the procedures of elementary algebra through the solution of quadratic equations. Texts: Johnson, Lendsey and Slesnick *Modern Algebra, First Course* (Addison-Wesley); Sanborn, Nason and Sides' *First Year Exercises in Algebra with Reviews and Examinations* (Phillips Academy).

MATHEMATICS 1A. First Year Algebra. Five hours. The prerequisite of the course is an elementary knowledge of algebra through the solution of simultaneous linear equations of two unknowns. The texts are those used in Mathematics 1B.

MATHEMATICS 1-2. Two Years of Algebra. Five hours. For able students who would normally be candidates for first year algebra, but who on the basis of satisfactory records and placement examinations are permitted to enter a section that in one year completes both Mathematics 1 and Mathematics 2. The course is formed six weeks after the opening of school. Texts: Richardson's *College Algebra (Alternate Edition)* (Prentice Hall); Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

MATHEMATICS 2. Second Year Algebra. Four hours. The course presumes thorough grounding in at least one year of algebra. A careful review of first-year algebra is followed by a study of intermediate algebra through logarithms and progressions. Selected topics from advanced algebra are also included in the spring term. Texts: Richardson's *College Algebra (Alternate Edition)* (Prentice Hall); Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

MATHEMATICS 2X. Five hours. For the able student after completion of either Mathematics 1B or Mathematics 1A. With Mathematics 4 X, the course forms a sequence that by the end of the Upper Middle Year completes Mathematics 2, 3A, and 4. Mathematics 2X is also open to selected students entering the school as Lower Middlers. Students who successfully complete both Mathematics 2X and Mathematics 4X are prepared to take Mathematics 5 or some other elective in their Senior year. The texts in use this year are Richardson's *College Algebra (Alternate Edition)* (Prentice Hall); Tower and Sides' *Reviews and Examinations in Algebra* (Heath); Smith and Fagan's *Mathematics Review Exercises, Third Edition* (Ginn); Vance's *Trigonometry* (Addison-Wesley); *Plane Geometry Notes,* supplied in class.

MATHEMATICS 3A. Geometry. Five hours. The normal course in Mathematics 3 for students who have completed college entrance requirements in two years of elementary and intermediate algebra. It covers a program of plane geometry using both synthetic and analytic methods. During the work with plane geometry, the natural extensions to solid

geometry are made. In the spring term such work is amplified, so that at the end of the year the student has a knowledge of methods of proof and of geometrical facts and concepts in both two and three dimensions. The work in analytic geometry also provides opportunity for a review of algebra. Texts: Wells and Hart's *Progressive Plane Geometry* (Heath); Smith and Fagan's *Mathematics Review Exercises, Third Edition* (Ginn); Tower and Sanborn's *Exercises in Plane Geometry,* supplied in class; *Notes on Solid Geometry,* supplied in class.

Mathematics 3B. Second Year Algebra and a Review of Geometry. Five hours. A course for incoming students who have completed college entrance requirements in one year of elementary algebra and in one year of geometry. It covers the work as outlined in Mathematics 2, but also includes a review of plane geometry and some work in solid geometry. Texts: Richardson's *College Algebra (Alternate Edition)* (Prentice Hall); Tower and Sides' *Reviews and Examinations in Algebra* (Heath); Smith and Fagan's *Mathematics Review Exercises, Third Edition* (Ginn).

Mathematics 4. Advanced Algebra, Trigonometry, and an introduction to Elementary Probability with applications to Statistics. Five hours. The course emphasizes the study of the elementary functions: algebraic, exponential, logarithmic, and trigonometric. Analytic trigonometry is covered thoroughly. During the second half of the year the work is in elementary probability with applications to statistics. Texts: Fisher and Ziebur's *Integrated Algebra and Trigonometry* (Prentice Hall); *Introductory Probability and Statistical Inference, Revised Preliminary Edition* (College Entrance Examination Board); Smith and Fagan's *Mathematics Review Exercises, Third Edition* (Ginn).

Mathematics 4X. For details of the course, see the description of Mathematics 2X above. Completion of Mathematics 4X meets the college requirements for four units of mathematics.

Mathematics 5. Calculus With Analytic Geometry. Four hours. The course corresponds to the introductory course in calculus given in many colleges and universities. It is open to those who have completed the regular four-unit sequence in secondary school mathematics. Completion of the course offers a student the opportunity to qualify for advanced placement in college mathematics. Text: Thomas's *Elements of Calculus and Analytic Geometry.* Addison Wesley Publishing Co.

Mathematics 6. Four hours. A special course offered as needed for the few boys who complete Mathematics 5 before their senior year. The content of the course varies with the needs of the students. This year it has been a course in Intermediate Calculus based on such books as Courant's *Differential and Integral Calculus,* Apostol's *Mathematical Analysis,* and Buck's *Advanced Calculus.*

MATHEMATICS T. PLANE TRIGONOMETRY. Two hours. An elective course restricted to Seniors who are unable to schedule Mathematics 4. It is a thorough presentation of plane trigonometry with particular emphasis on its analytic aspects. Text: Vance's Trigonometry (Addison-Wesley).

MATHEMATICS S. INTRODUCTION TO FINITE MATHEMATICS. Two hours. An elective course for seniors who do not plan to continue mathematics in college and who are not taking any other mathematics in their senior year. This course is not computational in nature nor does it draw heavily on previous mathematical background. It is designed to give a student insight into several aspects of modern mathematics and a broad view of mathematical thinking. Applications will be drawn from the fields of social science, industry or business rather than from the physical sciences. The text book will be one similar to "Introduction to Finite Mathematics," by Kemeny, Snell and Thompson.

MATHEMATICS L. INTRODUCTION TO LINEAR ALGEBRA. Two hours. An elective course open to seniors who have finished at least three years of mathematics. It may be taken simultaneously with either Mathematics 4 or 5, since it will not duplicate but will supplement the work done in those courses. The algebras of vectors and matrices will be studied together with their applications to other areas of mathematics and to the physical sciences. The textbook will be one similar to the "Introduction to Matrix Algebra," written for high schools under the sponsorship of the School Mathematics Study Group.

MECHANICAL DRAWING

Two hours. A descriptive drawing course, which includes the use of drawing instruments and the study of geometric construction, orthographic projection, descriptive geometry, isometric projection, oblique projection, conventional practices, assembly and detail engineering drawings, and blueprinting. Special stress is placed on a thorough mastery of fundamental concepts and skills. Students of exceptional ability are given an opportunity to do more advanced work in a related field of their choice. The text in use is French and Vierck's *Engineering Drawing,* supplemented by motion pictures.

MODERN FOREIGN LANGUAGES

All foreign languages offered by Phillips Academy are acceptable for admission to college. For graduate study, and particularly for the Ph.D. degree, French and German are frequently required.

French

The Department of French offers a five-year course of study. The goal is to teach the students to understand and to speak as well as to read and to write French. Methods parallel as closely as possible the natural way of learning the mother tongue: hear the language first, then say what has been heard; next, read; finally, write. Pronunciation, rhythm, and grammatical accuracy receive constant emphasis throughout each year. At no time does the Department teach the art of translation. French is exclusively the language of the classroom, from the first meeting. Each student must provide himself with a French dictionary (Nouveau Larousse élémentaire).

The Department places in special "X" sections students who at the end of the first year show exceptional aptitude and interest in the language. These sections move more rapidly without demanding more time. They enable students, who qualify by examination, to receive four units credit at the end of three years.

FRENCH 1. Nine hours. The course has no texts, no outside assignments. Students at no time see any French. Classes, limited to 15 boys, meet nine times weekly, with two different instructors, one a native Frenchman. Stress, during the first year, is on listening and speaking. The aim is to develop complete familiarity with many fundamental speech patterns. Classes make use of slides, films and tapes.

A more conventional five-hour course with homework is open to boys whose programs require fewer classroom hours. Text: Robin & Bergeaud, *Le Français par la méthode directe,* Book I (Hachette, Paris). Emphasis is still on listening-speaking, but there is some reading and writing, in and out of class.

FRENCH 1-2. Five hours. For new boys who have had some previous study of French, but not enough to qualify for French 2. Successful completion of the course enables a student to enter French 3 the following year. Texts: Robin & Bergeaud, Books 1 & 2; *Anthologie.*

FRENCH 2-A. Five hours. For boys who have started French under the Andover method. Texts: Robin & Bergeaud, Book 2; *Anthologie.*

FRENCH 2-B. Five hours. For new students not accustomed to the Andover method. Successful completion of the course admits to French 3. Texts: Robin & Bergeaud, Book 2: *Anthologie.*

FRENCH 2-SPECIAL X. Five hours. An accelerated course for qualified students, covering material of both French 2 and French 3. At the end of the year, students who earn the teacher's recommendation are eligible to enter French 4, but receive only the same unit credit as French 2.

FRENCH 3. Four hours. Texts: Mauger, Cours de langue et de civilisation françaises, Book 3 (Hachette, Paris); *Topaze*; *La Symphonie pastorale.*

FRENCH 4. Four hours. While primarily a course of language, French 4 introduces students, through readings in Mauger, Book 4 and complete editions of standard French authors, to contemporary French culture as well as to literature from early to modern times.

FRENCH 5. Four hours. A literary study of great masterpieces of French literature throughout the centuries together with a general review of vocabulary and grammar.

FRENCH T. Two hours. For students who have credit for two years of French but whose programs do not permit a four-year course.

FRENCH S. Two hours. Similar to French T, but for students who have credit for three years of French.

FRENCH 5-MINOR. Two hours. Two designated hours of French 5 for students who have credit for four years of French.

German

The German Department offers a five-year course with the following objectives: (1) ability to understand spoken German, (2) facility in speaking the language, (3) reading fluency, (4) ability to write German with reasonable correctness, and (5) an introduction to German literature since the eighteenth century.

From the first meeting, all classes are conducted entirely in German. English is never used as the classroom language.

The Department offers an accelerated course for students who show unusual ability in German 1. After completion of German 2X, these students enter German 4 and receive four units of credit after three years of study.

GERMAN 1. Five hours. The beginning course seeks to develop aural comprehension and oral expression. The basic patterns of the language are practiced by repetition and variation. Texts: Kessler, *Deutsch für Ausländer,* Part I; Schulz-Griesbach, *Deutsche Sprachlehre für Ausländer (Grundstufe)*; Schulz—Griesbach, *Leseheft für Ausländer.*

GERMAN 2. Five hours. The systematic study of basic patterns is continued with Schulz-Griesbach, *Deutsche Sprachlehre für Ausländer.* Both close and comprehensive reading of modern German prose is practiced extensively. Elementary writing is introduced at this level, mostly in the form of summaries of the reading material. Some of the books read recently include Geissler, *In Einer Langen Nacht*; Kästner, *Drei Männer im Schnee*; Werfel, *Jacobowsky und der Oberst.*

GERMAN 1-2. Six hours. The course is designed for qualified seniors only, who wish to complete in one year the material covered in German 1 and 2. It follows approximately the outline of those two courses.

GERMAN 2X. Five hours. An accelerated course for qualified students, covering material of both German 2 and German 3. Successful completion enables a student to enter German 4, but gives only the same unit credit as German 2.

GERMAN 3. Four hours. Throughout the year, exercises from *Deutsche Sprachlehre für Ausländer* are continued. During the first term, a modern German play, Zuckmayer's *Das Kalte Licht,* is read. The second term begins with a brief survey of German geography, considering some political, historical, cultural, and linguistic aspects. The term continues with the study of selected German poems from the mid-eighteenth century to the present. In the third term, selected literary prose is read and interpreted, ranging from Goethe to Wiechert. Text: Fleissner and Fleissner, *Die Kunst der Prosa.* Outside reading is required in each term, to be selected from a list of modern prose and drama.

GERMAN 4. Four hours. Introduction to German literature. Through detailed stylistic analysis of a number of outstanding works, the students are introduced to some of the major authors and to the most significant trends in German literature since 1750. The works read include: Storm, *Der Schimmelreiter*; Eichendorff, *Aus dem Leben eines Taugenichts*; Keller, *Die drei gerechtn Kammacher*; Kleist, *Michael Kohlhaas* and *Der zerbrochene Krug*; Mann, *Tonio Kroger*; Rilke, *Ausgewählte Gedichte*; Goethe, *Urfaust* and *Iphigenie.* The Advanced Placement Examination can be taken at the end of this course.

GERMAN 5. Two or four hours. The literary works read in the course serve as a means of understanding the origins of contemporary Germany. First term: Goethe and his age. Second term: 19th century, romanticists and realists. Third term: trends of the 20th century. Students are expected to take the Advanced Placement Examination.

GERMAN S. Two hours. For seniors who wish to continue German as a minor subject. Contents vary according to the needs of the students. The Advanced Placement Examination can be taken after the course.

Russian

The courses in Russian systematically explain the structure of the language and develop the student's skill in speaking, aural comprehension, reading, and writing.

RUSSIAN 1. Five hours. An elementary course in speaking, reading, and writing Russian. Texts: Fayer, *Basic Russian,* Books One and Two (Pitman); *Elementary Russian Conversation* (Heath); *Graded Russian Readers* (Heath). Recordings are provided for drill in pronunciation. Open to Lower and Upper Middlers, subject to the approval of the instructor.

RUSSIAN 1-2. Six hours. An accelerated elementary course, presenting the principal features of the Russian language, with intensive practice in speaking, reading, and writing, designed to prepare students for second-year college courses. Texts: von Gronicka, *Essentials of Russian,* Third Edition (Prentice-Hall); *Elementary, Intermediate,* and *Advanced Russian Conversation* (Heath); *Graded Russian Readers* (Heath). Recordings are provided for drill in pronunciation. Open to Seniors, and, with approval of Class Officers, to Upper Middlers with a satisfactory record in another foreign language.

RUSSIAN 2. Five hours. Completion of the presentation of the principal features of the language, with increased emphasis on conversation. Texts: Fayer, *Basic Russian,* Book Two (Pitman); *Intermediate* and *Advanced Russian Conversation* (Heath); *Graded Russian Readers* (Heath); *Russian Readers II and III* (Van Nostrand).

RUSSIAN 3. Four hours. Reading, writing, and conversation, based on a variety of authors. The texts include *Russian Short Stories, XIXth Century* (Oxford); Russian Readers *IV* and *V* (Van Nostrand).

Spanish

The Department of Spanish offers a regular sequence of four years, but able students, by accelerating, may take five courses. The aim is to teach the students to understand the language and to speak it fluently. Spanish is used constantly in the classroom. The students are also taught to read and write the language with ease, and are given a comprehensive introduction to the literature of Spain and South America.

SPANISH 1. Five hours. The beginning course trains the students to express themselves, orally and in writing, in simple everyday Spanish. Texts: *Spanish for Conversation,* by Leslie (Ginn); *La Fuente de las calaveras,* by Pattison (Crofts); and *Cuentos americanos,* edited by Walsh (Norton).

SPANISH 1-2. Six hours. Designed for qualified seniors who wish to complete in one year the material covered in Spanish 1 and 2. Texts: *Beginning Spanish Course,* by Barton and Tyler (Heath); *Repaso,* by Walsh (Norton); *Cuentos americanos,* edited by Walsh (Norton); *Pensativa,* by Goytortúa (Crofts); and *Cuentos criollos,* edited by Walsh (Heath).

SPANISH 2. Five hours. A continuation course that emphasizes reading and vocabulary building, including the use of synonyms and antonyms. Oral fluency is stressed, with emphasis on extemporaneous speaking. Texts: *Un Viaje por España,* by Crawford (Holt), together with such readers as *Memorias de un soldado estudiante,* by Esquenazi Mayo (Norton), and *Sueño de una noche de agosto,* by Martínez Sierra (Norton).

SPANISH 2X. Five hours. Open to students who have completed Spanish 1 with high honors. It covers the material of Spanish 2 and Spanish 3. Successful completion enables a student to enter Spanish 4 but gives only the same unit credit as Spanish 2.

SPANISH 3. Four hours. An advanced course, which continues to develop oral and aural skills as well as facility in written composition. Texts (supplemented by additional readings): *Gramática Española de repaso* by Ugarte (Odyssey); *Pensativa,* by Goytortúa; and *El Sombero de tres picos,* by Antonio de Alarcón (Ginn).

SPANISH 4. Four hours. The course aims to develop an appreciation of Spanish culture through the centuries in the entire Hispanic world. It presupposes a rather extensive knowledge of grammar and vocabulary and a fairly fluent conversational ability. Constant use of the Spanish language in the classroom discussions and written assignments is required. Frequent reference is made to all available types of illustrative material or "realia." The basic texts are Ugarte's *España y su civilización* (Odyssey) and del Río's *Del Solar hispánico* (Dryden) for cultural and historical background, as well as grammatical review. Among the literary works read in the course are J. R. Browne's *Stories of the Spanish-Speaking World* (Ginn), *La Barraca,* by Blasco Ibáñez (MacMillan) and *Las Lanzas coloradas,* by Uslar Pietri (Norton), as well as novels, plays and essays found in such collections as *Biblioteca Clásica Ebro.*

SPANISH 5. Four hours. For students who have had four years of Spanish or its equivalent. The course, conducted entirely in Spanish, concentrates upon various periods of Spanish and Spanish American literature, such as *Don Quijote de la Mancha,* the Golden Age Drama, Romanticism, the Novel, etc. Outside reading is required. The basic text is *Cuatro Comedias* edited by J. M. Hill and M. M. Harlan (Norton).

SPANISH S. Two hours. A minor course open chiefly to seniors who have had three years of Spanish. It is designed to keep them in contact with the language before they continue its study in college, and is conducted entirely in Spanish.

SPANISH C. Two hours. A course covering a survey of the historical and political background of the Western hemisphere south of the United States. The civilization existing before the exploration of Columbus will be studied and discussed. Particular emphasis will be placed on the discovery and conquest of the New World by the Spaniards and Portuguese. During the Spring term the students will study the position of Latin America in the world of today.

Conducted in Spanish, the course will be open to students who have completed Spanish IV or its equivalent, and, by permission of the instructor, to well qualified students who have completed Spanish III.

MUSIC

The aims of the Music Department are to provide every student with an enriching experience in music and to give him an understanding of the art. Its aims are achieved by the study of theory and by active participation in music making: individual lessons, recitals, group rehearsals, formal and informal concerts, and one operetta or musical comedy presented each year.

Chorus, Concert Band, Orchestra. Each of these is a minor course not requiring outside preparation but counting for two hours of academic credit. Each course meets four periods a week: two afternoons at 4:13 and two evenings between 6:45 and 7:45. Upper Middlers may take any one of these courses in fulfillment of the diploma requirement in Music or Art. With the approval of the Class Officers Committee, members of the other classes may elect any one of the three courses as a minor course, *in addition to* the minor course normally required in each year. Volunteers, not enrolled in the courses for credit, may join the sessions of such courses as an extracurricular activity.

Introduction to Music. Two hours. The purpose of the course is to help students gain understanding and enjoyment of various forms of music. It presents aspects of the development of musical thought, including examples of folk music and the music of the baroque, romantic, classical, and modern schools, including jazz. The subject matter is illustrated with recordings.

Music Appreciation. Two hours. The course is basically a history of music with added consideration of the development of musical form and orchestration. Recordings are used extensively for study and classroom illustrations. Open to Seniors and qualified Upper Middlers as an elective.

Harmony. Two hours. The course equips the student with a knowledge of basic harmonic structure, and enables him to harmonize a melodic line in traditional four-part fashion. An ability to read music is a prerequisite for the course.

Private Instrumental and Vocal Lessons. Two hours. Weekly instruction in keyboard, orchestral, and band instruments, or in voice, may be counted as a two-hour course. One half hour of instruction is to be supplemented by four hours of practising. For advanced students arrangements can be made for a pupil to study in Boston with a professional instructor. For piano and organ students there is a separate charge of $115 a year for weekly half-hour lessons, and $200 for weekly hour lessons, plus a nominal fee for the use of practice pianos and organs. The charge for voice lessons is $90 a year for weekly half-hour lessons. Lessons

are offered on all band and orchestral instruments at $75 a year. *Active members* of the Band and Orchestra receive instruction at a reduced rate.

Music Major. Four hours, which may be gained by the combination of any two music courses, except that the Orchestra, Chorus, and Concert Band courses may not be so combined with each other.

Beginners' Band. Any student who wishes to learn to play a brass, woodwind, or percussion instrument will be loaned an instrument and may receive group instruction in the Beginners' Band, at no expense to the student. It is assumed that members of this group are interested in eventually joining the advanced Band groups.

NAVIGATION

Two hours. The course consists of a term's work in each of the fields of piloting, nautical astronomy, and celestial navigation. Emphasis is placed on the practical application to surface navigation. Considerable plotting and table work are done in determining a ship's position both within sight of land and on the open sea. During the latter part of the year the opportunity to cruise is offered to members of the class. The textbook used is Dutton's *Navigation and Nautical Astronomy,* supplemented by Navy and Coast Guard films.

PHILOSOPHY

Two hours. The course offers a study of a few central problems of metaphysics. The interdependence of metaphysical views and ethical and political attitudes is stressed, though the study of ethics and politics is not pursued so intensively as that of metaphysics. Much of the reading of the fall term is in Plato; thereafter, the chief text is Joad's *Guide to Philosophy and Metaphysics.* During the latter part of the spring term it is customary to study all, or part, of a book by a recent or contemporary philosopher: for example, Santayana, Whitehead, Langer. The final assignment is a paper requiring the student to attempt a synthesis of his views on some of the chief problems explored in the course.

PHYSICS (See *Science*)

POLITICS OF INTERNATIONAL RELATIONS (See *History*)

PUBLIC SPEAKING

Two hours. An elective course for Seniors and (in some cases) for Upper Middlers. It provides training in voice production, articulation, and speech making. Impromptu and prepared speeches help the student to develop poise, fluency, and force. The text is Turner's *Voice and Speech in the Theatre* (Sir Isaac Pitman & Sons, Ltd., London). For reference, Sarret and Foster's *Basic Principles of Speech* (Houghton-Mifflin).

RELIGION

The study of religion at Phillips Academy is intended to help students towards an understanding of the Judeo-Christian heritage, and to develop the capacity to relate man's religious insights to the problems of everyday living. A knowledge of how to read the Bible is valuable in its own right, and familiarity with its contents is indispensable for appreciation of much of art, music, history and literature. Acquaintance with the basic concepts of other religions adds perspective to the understanding of one's own and deepens the sense of the importance of religion in various aspects of one's personal and social life.

Bible 1. Two hours. Required of all members of the Lower Middle class, the course traces the development of the basic religious concepts of the Old and New Testaments. It acquaints students with many of the finest passages of the Bible, and with its outstanding personalities; with the individual books and their messages; and with a sense of the progressive discovery and revelation of religious truth.

Bible 2. Two hours. An elective for Upper Middlers and Seniors, the course is a study of early Christianity. It explores the similarities and differences in the gospel records, the letters of St. Paul, Hellenistic influences, some of the non-Biblical documents of the early church and the writings of some of the early Church Fathers.

Senior Religion. Four hours. An elective course for Seniors. It includes a term's study of some of the living religions of the world and their sacred writings. A second term is devoted to an investigation of Christian teaching, through New Testament writings and the work of some contemporary religious leaders. The third term's work involves the study and discussion of certain basic religious problems and of various attitudes toward the meaning of life as they are reflected in a number of contemporary plays and novels.

SCIENCE

Although only one major science is needed to satisfy diploma requirements, many students take more. Beginning with Elementary Science,

it is possible to pursue a four-year sequence of courses in science. The departments aim to provide the student with an understanding of science and of scientific methods and thinking as a necessary part of his general education. At the same time, the subjects are covered with sufficient thoroughness to test his capacity and interest and to provide a sound foundation for later work in college, should his experience indicate the desirability of such work.

Courses designated by the letter X are more difficult than the regular ones, and admission is granted only to selected students. These courses meet for one additional class each week and use texts of the college freshman level. They thereby prepare in one year for the advanced placement examinations, and consequently for advanced standing in college. Science Honors provides a two year integrated course for those capable of advanced work, in both physics and chemistry. Able students who have taken the regular courses before their Senior year may also prepare for the advanced placement examinations by taking the minor courses indicated as S courses. In addition the S courses provide uninterrupted progress for the student who plans further study in a particular field.

In general, students are encouraged to take a variety of courses and to acquire a broad background of knowledge in the different sciences, rather than to specialize in any subject. Hence no second-year-level courses are offered. For the student with special interests in any one area, individual projects are encouraged to the extent that they are consistent with safety, the equipment available, and the capacity of the student.

Elementary Science. Three hours. Based on a study of the earth, the course is designed to form an approach to the laboratory sciences, which follow in the later years, and also to acquaint the student with information useful to any educated person. Most of the fall term is given to a survey of physical geology, followed in the winter term by a study of the atmosphere from the points of view of biology, chemistry, and physics. After a consideration of the consequences of the shape and motions of the earth, the course ends with an outline of methods of forecasting the weather.

Anthropology. Two hours. An elective offered by the Robert S. Peabody Foundation for Archaeology, the course is intended to present a brief consideration of the prehistory of North America. It is composed of lectures and reading on a variety of subjects bearing on man's life in the New World, touching on geology, climatic change and attendant changes in flora and fauna, methods of dating the past, as well as archaeology. Some discussion and reading on aboriginal societies brings the course down to the beginning of written history.

Biology

Biology. Four hours. The course in Biology covers the fundamental characteristics of living things; the nutrition, responses, and reproduction

of plants and animals; the structure and functioning of the human body; the inter-relations between all living things, with special emphasis on the influence of insects, bacteria, and other forms of animal and plant life upon man's welfare; and the principles of heredity and evolution.

The class meets four times a week, three times for discussion and once for a laboratory period. The laboratory work includes training in the use of the compound and stereoscopic microscopes and other laboratory equipment. It requires careful observation, mastery of techniques, and accurate recording of results. Several laboratory periods are set aside for field trips featuring Ecology and Conservation, and for work on individual projects.

Biology X. Five hours. An honors course, open upon invitation of the Department, to a limited number of able Upper Middlers and Seniors. In addition to the material of the regular Biology course, Biology X offers extra work in the field of physiology in preparation for the Advanced Placement Examination of the College Entrance Examination Board, success in which leads to advanced placement in college and, in some circumstances, to credit towards the college degree.

Biology S. Two hours. Open to Seniors who have completed the standard course with high grades. In addition to a review of basic biology, new material will be presented as the course progresses. The combination of review and new work prepares students for the Advanced Placement Examination in Biology of the College Entrance Examination Board.

Chemistry

Chemistry. Four hours. A college preparatory course that includes the systematic study of matter and of the changes that it undergoes. Special attention is given to modern theory. Emphasis is placed rather upon reasoning from general concepts than upon the mere memorization of facts. The class meets three times weekly for lectures, demonstrations, or discussion, and once for a double period of laboratory work. Text: *Modern Chemistry,* by Dull, Metcalf, and Williams.

Chemistry X. Five hours. The course is open to a limited number of able students who have made high records in mathematics and physics. It is essentially the equivalent of a first-year college course that does not include qualitative analysis. Success on a special examination set by the College Entrance Examination Board will lead to advanced placement in college chemistry at many colleges and, in some circumstances, to credit towards the college degree. Text: *College Chemistry,* by Sienko and Plane. *Laboratory Manual,* by Malm and Frantz.

Chemistry S. Two hours. One period a week is for recitation and discussion of review and advanced topics; the other is a double period for laboratory work. The course is for students who have completed the standard course with good grades. Like Chemistry X, it prepares for the College Entrance Examination Board examination for advanced standing in college chemistry. Text: *College Chemistry,* by Ehret, or the equivalent.

Physics

PHYSICS. Four hours. The course completes the requirements for entrance to college and prepares the student for further work in this or in related fields. By means of lectures, recitations, experimental demonstrations, and the solution of numerical problems, the student is taught not only the fundamental principles of physics, but also the elements of scientific method. Reference is made where possible to the implications and effect on current thought of recent advances. In the laboratory about thirty quantitative experiments are performed, for training in manipulative techniques but especially to illuminate the methods of scientific investigation. The use of the slide rule is taught and required.

PHYSICS X. Five hours. An honors course, open, upon invitation of the Department, to a small group of Seniors who are concurrently taking Mathematics 5 and who have not previously studied elementary physics. A previous course in chemistry, though not required, is urgently advised. Lectures, recitations, and laboratory work will be planned to prepare students to pass the Advanced Placement Examination in Physics of the College Entrance Examination Board.

PHYSICS S. Two hours. Open to Seniors who have completed a year of Physics. Chemistry and Mathematics 4 or 5 are strongly advised as concurrent courses. With the aid of a textbook prepared for college freshmen, the course reviews much of the material of elementary physics, but in considerably greater depth. In addition, a number of new topics are taken up, such as simple harmonic motion, the kinetic theory of gases, the interference and diffraction of light, and an introduction to the quantum theory. Individual study projects are assigned in the spring. Students who do well in the course are prepared to take the Advanced Placement Examination in Physics, but a first course in calculus is normally necessary before advanced placement in college can actually be achieved.

Honors Sequence

SCIENCE HONORS 1 and 2. Five hours each year. A two-year sequence, open, upon invitation of the instructor, to a small group of Upper Middlers who will complete Mathematics 5 before graduation and who show promise of unusual capacity in science and mathematics. The subject matter includes chemistry and physics, both of them carried well beyond the elementary level in text and laboratory work. It is expected that the ablest students in the sequence will be prepared to pass both the physics and chemistry Advanced Placement Examinations of the College Entrance Examination Board.

Science Honors 1 will fulfill the diploma requirement in laboratory science for students who find it inadvisable for any reason to continue to Science Honors 2.

SOCIAL PROBLEMS

Social Problems. Two hours. An elective for Upper Middlers and Seniors, the course combines a survey of several contemporary social movements with a study of various basic social problems: population trends, race relations, crime, and delinquency. The study of these problems combines an analytical and ethical approach; it attempts not only to set forth certain of the ideological problems confronting our society, but also to suggest ways of understanding and approaching them in the light of basic religious principles.

PRIZES

Listed below are prizes open for competition in each academic year. Unless otherwise stated awards may be made in cash, or in the value of the amounts listed.

ENGLISH

Draper Prizes. For declamation. Open to members of English 3, 4, and 5. $25, $20, and $15. First awarded 1867. Funded 1878 by Warren F. Draper, Class of 1843. Awarded 1961 to (1) Langdon Goddard Wright, (2) Jonathan Charnas, (3) Jon Christopher Geissman.

Means Prizes. For declamation of original essays. Open to members of English 3, 4, and 5. $25, $20, and $15. First awarded 1868. Funded 1879 by William G. Means, of Andover. Awarded 1961 to (1) Richard Hanley Barry, (2) John Woodruff Ewell, Jr., (3) Anthony Thomas Accetta.

Robinson Prizes. For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. $70 to the winning team. First awarded 1896. Funded 1910 by Henry S. Robinson, of Andover. Awarded 1961 to Daniel Holtzman Sakes, Mark Wingate Foster, Langdon Goddard Wright.

Schweppe Prizes. For an examination on a literary subject. Open to Senior and Upper Middle Classes. $30 and $20. First awarded 1912. Sustained since 1941 by Jean Schweppe Armour and John S. Schweppe in memory of their father, Charles M. Schweppe, Class of 1898. Awarded 1961 to (1) Jeremy William Heist, (2) no award.

Goodhue Prizes. For an examination in English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. $30 and $20. First awarded 1916. Funded 1936 by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy. Awarded 1961 to (1) Peter Winship, (2) Paul Jonathan Warshaw.

Clough Prize. For an essay by a Senior on an assigned literary subject. $40. First awarded 1923. Funded 1923 by friends of Charles C. Clough, Class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy. Awarded 1961 to John Woodruff Ewell, Jr.

Langley Prize. For an essay on Charles Dickens. Open to members of the Lower Middle and Junior Classes. $15. First awarded 1929. Funded 1927 by Stephen S. Langley, Class of 1863. Awarded 1961 to Mark Sullivan Siegchrist.

Leonard Prizes. For declamation of original essays. Open only to Juniors and Lower Middlers. Three prizes of books. First awarded 1942. Funded 1957 by *The Phillipian* in memory of Arthur W. Leonard, Instructor in English 1907-1941. Awarded 1961 to (1) John Stephen McEnery Gage, (2) Robert Stanley Cottle, Jr., (3) Stephen Daedalus Lerner.

Carr Prizes. For skill in oral English. Open only to Juniors and Lower Middlers. $16, $12, $8, and $4. First awarded 1943. Sustained by Donald Eaton Carr, Class of 1922. Awarded 1961 to (1) Neal Tonkin, (2) Robert Stuart McIlroy, (3) Bing Sung, (4) Colin McLeod Campbell.

Burns Prizes. For an original poem. Awarded to one student in each of the Senior and Upper Middle Classes, and to one student of either the Lower Middle or Junior Class, $20 each. First awarded 1945. Funded 1944 by Mrs. John P. O'Rourke in memory of her son, 2nd Lt. Charles Snow Burns, USAAF, Class of 1941. Awarded 1961 to *Senior,* Fred Stuart Gass; *Upper,* Harry George Tsoukanelis; *Lower,* no award.

Sumner R. Kates Prize. For an essay in American literature. $125 in cash. First awarded 1950. Funded 1949 by Sumner R. Kates, Class of 1938. Awarded 1961 to Harold Leland Stultz, Jr.

John Horne Burns Prize. For an original short story. Open to all students. $35 in cash. To be awarded for the first time in 1962. Funded in 1961 by Mr. and Mrs. Joseph Lawrence Burns in memory of their son, John Horne Burns, Class of 1933.

CLASSICAL LANGUAGES

Cook Prizes. In Greek. For an examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. $30, $15, and $10. First awarded 1879. Funded 1878 by Joseph Cook, LL.D., Class of 1857. Awarded 1961 to (1) Bruce MacFarlane Chapin, (2) David Huhn Evans, Jr.

Dove Prizes. In Latin. For an examination in the translation and interpretation of Virgil. Open to Seniors or members of Latin 4. $30, $20, and $10. First awarded 1880. Sustained since 1915 from the George W. W. Dove Fund. Awarded 1961 to (1) Jon Christopher Geissman, (2) James Robertson Barker, (3) Robert Bruce Pruitt.

Valpey Prizes. For Latin composition and Greek composition. Open to the Upper Middle Class. $20 each. First awarded 1896. Funded 1891 from a bequest of Rev. Thomas G. Valpey, Class of 1854. Awarded 1961 to Jon Christopher Geissman in Latin composition and Robert Terrell Bledsoe in Greek composition.

Johnson Prize. For Greek composition. $10. First awarded 1924. Funded 1932 by Alfred Johnson, Class of 1890, in memory of the Rev. Alfred Johnson, a graduate of Dartmouth College. Awarded 1961 to Harry George Tsoukanelis.

Weir Prize. In Greek. For an examination in the translation of New Testament Greek. $70. First awarded 1928. Funded 1927 from a bequest of The Rev. William N. Weir, Class of 1895. Awarded 1961 to David Moulton Kellogg, IV.

Benner Prize. For excellence in first-year Greek. $25. First awarded 1939. Funded 1950 by the Rogers Associates, Inc., in honor of Allen Rogers Benner, Class of 1888, for forty-six years Instructor in Greek in Phillips Academy. Awarded 1961 to Marvin Hayne Kendrick, Jr.

Department Prizes. For excellence in Latin translation and composition, $10 and $5; for recitation from memory of poetry or prose, $10. First awarded 1940. Sustained since 1947 from Winthrop Fund. In Latin 3. Translation and composition. Awarded 1961 to (1) William Allen Pugh, Jr., (2) Robert Terrell Bledsoe. Recitation. Awarded 1961 to (1) Robert Flournoy Nunez, V; Honorable Mention, Douglas Warren Torrington. In Latin 2. Translation and composition. Awarded 1961 to (1) Robert Stuart McIlroy, (2) Jeremy William Heist. Recitation. Awarded 1961 to Peter Charles Johnson. In Latin 1. Recitation. Awarded 1961 to Paul Landry Monette.

Catlin Prize. To be awarded regardless of need, to a member of the Upper Middle Class of outstanding scholarship and deportment, who, on completion of Greek 2 or Latin 3 at Phillips Academy, shall include in his Senior program a major course in Greek or Latin. $1,000. First awarded 1945. Funded 1944 from a bequest of George H. Catlin, Class of 1863. Awarded 1961 to David Huhn Evans, Jr.

GERMAN

Stevenson Prize. For excellence in German composition, oral and written. Open to the Senior and Upper Middle Classes. $15. First awarded 1904. Funded 1904 by Robert Stevenson, Jr., Class of 1896, in memory of his father. Awarded 1961 to Jonathan Miller Baron.

FRENCH

Taylor Prize. For excellence in French conversation and composition. A selection of French books. First awarded 1909. Funded in part 1908 by a member of the Class of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, Treasurer of Phillips Academy 1852-1868. Awarded 1961 to Edward Vermilye Cox, III; Honorable Mention, Jeremy William Heist.

Department Prizes. For aural ability. To those students in their first and second year of French who receive the highest marks on a special examination to test aural comprehension. First and second prizes in books. First awarded 1946. Sustained by an anonymous donor. Awarded 1961 in French I, Special Sections, to Richard Halleck Brodhead; Honorable Mention, Gerald Elbridge Miller, Jr.; Regular Sections, Gareth Laurence Wheeler; Honorable Mention, Michael Cabell Francisco. Awarded 1961 in French II, Special Sections, to John Burt Foster, Jr.; Regular Sections, Eric Jean Wallach.

Anthony D. Graves Prize. For improvement during the first year of the study of French. To the student whose application and effort result in the greatest over-all improvement. $25. First awarded 1954. Funded 1954 by Mrs. Charles F. Pease in memory of her father. Awarded 1961 to William Martin Hunt; Honorable Mention, Harry Flato Schwethelm, Jr.

Forbush Prize. For excellence in French 3. A book or books. First awarded 1956. Funded 1955 by students and friends of Guy Johnson Forbush, Instructor in French at Phillips Academy 1917-1920, 1924-1955. Awarded 1961 to John Dozier Gordan, 3rd; Honorable Mention, Craig Richard Whitney.

French Club Prize. To that member of the Cercle Français, exclusive of officers, who, in the opinion of the officers and the faculty adviser, has contributed the most to the Cercle in the way of zeal and effort during the school year. A book. First awarded 1960. Sustained by the French Club. Awarded 1961 to Paul Hoffman.

SPANISH

Hayden Prize. For excellence in oral Spanish. To a member of the first-year Spanish course who, in the opinion of the faculty, has made the greatest progress in oral Spanish. $35. First awarded 1945. Funded 1945 by Mr. and Mrs. Howard P. Hayden, of Santiago, Chile. Awarded 1961 to William Henry Chickering, III and Benner Creswill Turner, Jr.

HISTORY

Lauder Prizes For an examination in the history of England and the British Empire. $25, $15, and books. First awarded 1913. Funded 1916 by George Lauder in memory of his son, George Lauder, Jr., Class of 1897. Awarded 1961 to (1) Alexis Plato Malozemoff, (2) David McRae Powell.

Haymond Prizes. In American History. To undergraduates taking the course in History of the United States, for an essay on the Constitution of the United States. $50, $25, $10, and books. First awarded 1943. Sustained by The Honorable Frank C. Haymond, in honor of his sons, William Stanley Haymond, 2d, Class of 1942, and Thomas Arnette Haymond, Class of 1943. Awarded 1961 to (1) Peter Edward Gamm, "A Survey of Freedom of Expression in the United States," (2) John Hotchkiss Young, "Missouri v. Holland, United States Game Warden—The Treaty Making v. States Rights," (3) John Henry Rubin, "The Fatal Bullet in the Sacco-Vanzetti Case"; Honorable Mention, Charles Lawrence Constantinides, "Supreme Court Enervation of Labor's Magna Charta."

Grace Prizes: In American History. For an essay on the Bill of Rights or other historical topic related to our heritage of human liberty. $70, $45, $35, and books. First awarded 1953. Funded 1951 by Oliver R. Grace, Class of 1926, in memory of his father, Morgan H. Grace. Awarded 1961 to (1) William Rockwell Torbert, "Negotiations Leading to the Austrian State Treaty—May 15, 1955," (2) Thomas Walter Mayer, "From Bullets to Ballots: The Political Significance of the Indian Vote in New Mexico," (3) Peter Rinehart Huevelle, "Woodrow Wilson's Appeal to the People, September 1919"; Honorable Mention, John Holmes Smolens, "The Kohler Strike: Problems of Labor Relations."

Marshall S. Kates Prizes. In American History. To undergraduates taking the course in History of the United States for an essay on a topic in the field of American History. $50, $30, $20, and books. First awarded 1953. Funded 1952 by Marshall S. Kates, Class of 1939. Awarded 1961 to (1) King William Wishbone Harris, "Multum Ex Paulo.

The Decision to Use the Atomic Bomb," (2) Paul Kalkstein and Tom Isaac Evslin, co-authors, "Scrap to Script—to Scandal—to Solvency. Atlantic City and the Great Depression"; Honorable Mention, George B. Houpis, "Why the Revolution?"

Webster Prizes. For excellence in Ancient History, European History, or Contemporary Affairs. Open to all students taking the courses, on the basis of competitive examinations or proficiency in current work, at the discretion of the department. $125 in money and books. First awarded 1956. Funded 1956 by Dean Kingman Webster, Jr., Class of 1915. Awarded 1961 in Ancient History to (1) Jonathan Lee Bixby, (2) Bjorn Roland Lange. In European History to (1) Peter Otto Schulz, (2) John Alexander Butler Faggi, Jr. In Contemporary Affairs to (1) John Woodruff Ewell, Jr., (2) William Rockwell Torbert.

MATHEMATICS

Convers Prizes. In Plane Geometry. Awarded on the basis of an examination in Plane Geometry covering analysis on the originals, numericals, loci, and constructions. $100, $75, $50, $25, $10, and books. First awarded 1898. Funded 1898 by E. B. Convers, Class of 1857, and extended in 1951 by the former prize men. Awarded 1961 to (1) William Allen Pugh, Jr., (2) James Lewis Stripling, (3) Larry Bonney Hunt, (4) Robert Sedgwick Chapman, (5) John Robert Allison.

Eaton Prize. For excellence in Algebra. To a member of the Junior Class outstanding for proficiency in first-year Algebra. $20. First awarded 1938. Funded 1957 by bequest of Thaxter Eaton, Class of 1904, in memory of his father, George T. Eaton, Class of 1873, for fifty years instructor in Mathematics at Phillips Academy. Awarded 1961 to Christopher Mayer.

McCurdy Prizes. For excellence in Senior Mathematics. For Seniors in the regular fourth year Mathematics program. Awarded on the basis of classroom work and an examination. $35 and $25. First awarded 1941. Funded 1940 by the family of the late Matthew S. McCurdy, in memory of his connection with Phillips Academy as Instructor in Mathematics 1873-1921. Awarded 1961 to Leonard Michael Singer, (2) Richard Clark Longfellow, Jr.

Bailey Prize. In Lower Middle Mathematics. On the basis of an examination at the close of the year. $35. First Awarded 1946. Funded 1946 by Edward Bailey Crichton, Class of 1946, in memory of his grandfather, Edward Bailey, Class of 1878. Awarded 1961 to John Burt Foster, Jr.

Watt Prizes. In Elementary and Intermediate Algebra, Plane and Solid Geometry, Plane Trigonometry and Advanced Algebra. For Seniors. Awarded on the basis of a comprehensive examination covering the analytical work of secondary school Mathematics. $125, $75, $25, and books. First awarded 1954. Funded 1953 by J. Lester Parsons with the cooperation of William C. Ridgway, Jr., Class of 1925, and William C. Ridgway, 3d, Class of 1953, in memory of Frederick Ellsworth Watt, Instructor at Phillips Academy 1933-1951. Awarded 1961 to (1) Anthony Ayres Iarrobino, Jr., (2) Leonard Michael Singer, (3) James Robertson Barker.

Tower Prize. For excellence in Analytic Geometry and the Calculus. A specially bound book in the field of Mathematics. First awarded 1954, Sustained by John W. Dixon, Class of 1924, in recognition of Oswald Tower, Instructor in Mathematics at Phillips Academy 1910-1949. Awarded 1961 to Gerald Wilbur McCollum.

Winfield M. Sides Prize. For excellence in Mechanical Drawing. Awarded on the basis of proficiency in classroom work. $100 in cash and/or drawing equipment. Sustained by Donald A. Raymond, Jr., Class of 1932, in memory of Winfield M. Sides, Instructor in Mathematics at Phillips Academy 1919-1958. First awarded 1960. Awarded 1961 to (1) David Perry Jenks, (2) Claus Dietrich Emmer-Szerbesko.

Joseph Award. For excellence in the area of Mathematics. To a member of the Senior Class. A gold medal and a book. First awarded 1960. Sustained by David Joseph, of New York City, in memory of his father, Bernard Joseph. Awarded 1961 to Robert Ludlow Trivers.

Scoville Prize (see Sciences).

SCIENCES

Scoville Prize. In the Physical Sciences or Mathematics. To a student or students for an original paper or project exhibiting creative thinking or ingenuity in the Physical Sciences or Mathematics, preferably not in assigned course work. $50. First awarded 1959. Sustained by Anthony Church Scoville, Class of 1958, in memory of his grandfather, Herbert Scoville. Awarded 1961 to John Robbins Barnaby and Arthur Bruce Cleveland.

Wadsworth Prize. For excellence in Physics. To the student holding the highest rank in Physics for the year. $30. First awarded 1900. Funded 1952 by William S. Wadsworth, M.D., Class of 1887. Awarded 1961 to Stacy Guy Langton.

Dalton Prize. For excellence in Chemistry. To the student holding the highest rank in Chemistry for the year. $65. First awarded 1915. Funded 1915 by Frederick Goodrich Crane, of Dalton, Massachusetts, Class of 1884. Trustee of Phillips Academy, 1912-1923. Awarded 1961 to Jeffrey Holmes Newton.

Marsh Prize. For excellence in Biology. To a student who has been outstanding in interest and attainment in the Biological Sciences. $25. First awarded 1936. Sustained since 1950 by an anonymous donor in memory of Othniel C. Marsh, Class of 1851, one of the great paleontologists of his day. Awarded 1961 to Timothy Howard Carter.

Bausch & Lomb Honorary Science Award Medal. For exceptional progress in science studies. First awarded 1945. Awarded 1961 to Edward Vermilye Cox, III.

Graham Prize. For excellence in Science. To that member of the graduating class attaining the highest average grade in ten hours of the natural sciences studied while at Phillips Academy. $1,000. First awarded 1946. Funded 1945 from a bequest of James C. Graham, Instructor in Science at Phillips Academy, 1892-1937. Awarded 1961 to Edward Vermilye Cox, III.

Wadsworth Prize. For excellence in Biology. To the student holding the highest rank in Biology for the year. $30. First awarded 1953. Funded 1952 by William S. Wadsworth, M.D., Class of 1887. Awarded 1961 to John Burt Foster, Jr.

Department Prize. For excellence in Physics. To that student taking elementary physics who receives the highest grade on a prize examination. A book. First awarded 1956. Sustained by an anonymous donor. Awarded 1961 to Stacy Guy Langton.

Laboratory Prize. In Biology. To a student outstanding in interest and attainment in laboratory work in the biological sciences. $15. First awarded 1958. Sustained by the Biology Department. Awarded 1961 to David Vaughan Bowen.

MUSIC

Cutter Prize. For proficiency in orchestral, especially stringed instruments. $55. First awarded 1924. Funded 1925 by The Rev. C. F. Cutter, Class of 1871, in memory of his father, Charles Cutter, Class of 1840. Awarded 1961 to Stacy Guy Langton.

Poynter Prize. To that member of the Phillips Academy Choir who, in the judgment of the Choirmaster, has been the most useful member of that organization. $30. First awarded 1945. Funded 1943 by Horace Martin Poynter, Class of 1896, and Mrs. Poynter, formerly of Andover, in memory of their son, Edward Pitkin Poynter, Class of 1940, who gave his life for his country in the aviation service in July, 1943. Awarded 1961 to William Gage McAfee and John Burke Stroud.

Jones Prize. To that member of Phillips Academy Orchestra who, in the judgment of the Director of Music, has been the most useful member of that organization. $25. First awarded 1946. Funded 1945 by Edward T. Jones, in memory of his son, Ainsworth B. Jones, Class of 1939, who gave his life for his country in the aviation service in July, 1943. Awarded 1961, $15 to Alan Michael Tartakoff and $10 to David Elbert Austin.

Collier Prizes. For proficiency in the playing of the piano. $25. First awarded 1947. Funded 1946 by Mrs. Milton Collier and I. Alfred Levy, in memory of Milton Collier. Awarded 1961 to Alexis Plato Malozemoff.

FULLER MUSIC PRIZE. To a musical student who, irrespective of need, has demonstrated high character and special musical aptitude. The recipient will assume responsibility for playing the carillon in the Memorial Tower. $350. First awarded 1951. Funded 1959 by Samuel Lester Fuller, Class of 1894. Awarded 1961 to Joel Fulton Caron.

BAND PRIZE. To that member of the Phillips Academy Band who, in the judgment of the Director of Music, has been the most useful member of that organization. $25. First awarded 1953. Sustained by the Department of Music. Awarded 1961, $15 to Fred Stuart Gass and $10 to Andrew David Cohen.

ART

MORSE PRIZE. To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. $25. First awarded 1932. Funded 1942 by Winslow Ames, Class of 1925, in honor of Samuel Finley Breese Morse, Class of 1805. Awarded 1961 to Gary Thomas Rieveschl.

THOMPSON PRIZE. For improvement in drawing and painting. $25. First awarded 1932. Funded 1955 by Mrs. Frances Thompson Heely, in memory of her brother, Augustus Porter Thompson, 3d, Class of 1928. Awarded 1961 to Anthony Stuart Robbin.

ADDISON GALLERY ASSOCIATES PRIZE. To a student who has distinguished himself in art as well as in other activities. $25. First awarded 1941. Sustained by the Addison Gallery Associates. Awarded 1961 to John Clarke McPherson, Jr.

JOHN ESTHER GALLERY PRIZE. To the student who has shown through his work the clearest understanding of art. $25. First awarded 1943. Sustained by Mr. and Mrs. Patrick Morgan. Awarded 1961 to Mark Wingate Foster.

ATHLETICS

FACULTY GOLF CUP. To the winner of the Varsity Golf Squad competition. Winner's name inscribed on Cup. Presented 1927 by the Faculty of Phillips Academy. First awarded 1927. Awarded 1961 to Melvin Alan Weinberger.

KILPATRICK TROPHY. To the winner of the Andover versus Exeter track meet. A bowl. Winner's name inscribed on bowl, to be held for one year by the winning Academy. Replica to the captain or co-captains of the winning team. Trophy presented 1938 by John Reed Kilpatrick, Class of 1907, and replicas sustained by him. First awarded 1938. Awarded 1961 to the Phillips Exeter Academy.

SCHUBERT AWARD. To a member of the Senior Class who has excelled in varsity athletics and who has best exemplified the qualities of sound character, cheerfulness, and good sportsmanship on the athletic field. A gold medal, and winner's name inscribed on a plaque. Funded 1951 by the Eta Delta Phi Society, in memory of Edmund John Schubert of the Physical Education Department. First awarded 1944. Awarded 1961 to David Spencer Hackett.

BANTA TROPHY. To be awarded annually to that member of the Varsity Tennis Team who shows the best sportsmanship, leadership, and character throughout the season. Established 1953 by the Tennis Team of Phillips Academy, in honor of their coach, Cornelius Gordon Schuyler Banta. No award 1961.

CROSS COUNTRY CUP. To the member of the Cross Country Team who during the season has displayed outstanding sportsmanship, performance, and team spirit. Winner's name inscribed on Cup. Presented 1952 by the members of the cross country squad in honor of their coach, Norwood Penrose Hallowell. First awarded 1953. Awarded 1961 to Stephen Ronald Hobson.

BASKETBALL TROPHY. To the club basketball player who has contributed most to club basketball. Winner's name inscribed on trophy. Presented 1953 by the members of the Varsity Basketball Team. First awarded 1953. Awarded 1961 to James Shields Durston.

Fagan Squash Racquets Trophy. To the winner of the Fagan Trophy Tournament. Winner's name inscribed on Trophy. Presented in 1954 by Charles Aloysius Fagan, III, Class of 1954, in honor of his father, Charles Aloysius Fagan, Jr. First awarded 1954. Awarded 1961 to James Martin Payne.

Lacrosse Trophy. To the lacrosse player, excluding the captain, who through enthusiasm and love for the sport has inspired his teammates with the will to win. Winner's name inscribed on trophy. Presented in 1954 by the members of the lacrosse squad in honor of their coach, John Richard Lux. First awarded 1954. Awarded 1961 to Denison Galaudet.

Smith Hockey Cup. To a member of the hockey team, exclusive of the captain, who is in good scholastic standing and who during his association with hockey has contributed most to the sport and to the school by representing its ideals through sportsmanship, endeavor, and ability. A silver cup. Funded 1954 by Sumner Smith, Class of 1908. First awarded 1954. Awarded 1961 to Joseph Brewster Stevens.

Crew Cup. To the student who has contributed most in the way of team spirit and sportsmanship to the crew. Winner's name inscribed on cup. Presented 1955 by the members of the rowing squad, in honor of their coach, William Hayes Brown, Class of 1934. First awarded 1955. Awarded 1961 to Thomas Walter Mayer.

Track Trophy. To the member of the winter and spring varsity track squad who exhibits outstanding character and will to win. Winner's name inscribed on trophy. Presented by the members of the 1955 winter and spring track squads in honor of their coach, Stephen Stanley Sorota. First awarded 1955. Awarded 1961 to William Gage McAfee.

Press Club Trophy. To the student who has proved through his performance on the athletic fields to be the most capable athlete of the whole year. Winner's name inscribed on trophy and winner receives replica of trophy. Trophy presented 1956 by the members of the Press Club of Phillips Academy and replicas sustained by the club. First awarded 1956. Awarded 1961 to David Beckwith Gibson.

Sheridan Medal. To the student who has contributed most to the intramural athletic program. A gold medal. Funded 1956 by bequest of Fannie J. Sheridan, in memory of her grandson, Harold Joseph Sheridan, Jr., Class of 1943, who gave his life for his country as a member of the United States Marine Corps in September 1944. First awarded 1957. Awarded 1961 to David Marshall Smith.

Football Trophy. To the two members of the Junior Varsity 1 Team who contributed most to Andover football below the Varsity level. Presented in 1955 by the members of the Junior Varsity 1 Football Team. Awarded 1961 to Peter Charles Fuller.

OTHER PRIZES

Aurelian Honor Society Prize. To a member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. Books. First awarded 1936. Sustained by the Aurelian Honor Society. Awarded 1961 to John Allington Butler.

Ayars Prize. To a member of the Senior Class who, through worth, perseverance and seeking after excellence, has created for himself a position of respect and admiration in the school community. $50. First awarded 1956. Funded 1957 by Mr. and Mrs. James S. Ayars, in memory of their son, James Sterling Ayars, Jr., Class of 1949. Awarded 1961 to David Beckwith Gibson.

Bierer Prize. To a student who is outstanding in character and personality. $25. First awarded 1944. Sustained by Eugent S. Bierer, Class of 1943. Awarded 1961 to John Allington Butler.

Butler-Thwing Prize. To the member of the Junior Class with highest marks in entrance examinations. $30. First awarded 1915. Funded 1918 by Capt. Francis Butler-Thwing, Class of 1900. Awarded 1961 to Laurent Alpert.

FACULTY PRIZE. To that member of the graduating class who during his Senior year attained the highest academic average. $100. First awarded 1912. Funded 1923 by Sanford H. E. Freund, Class of 1897, and increased in 1955 by his sister, Miss Camille E. Freund. Awarded 1961 to Edward Vermilye Cox, III.

FEDERATION OF HARVARD CLUBS PRIZE. To a member of the Upper Middle Class, preparing for college, recommended by the headmaster and faculty for high scholarship and character. A book. First awarded 1911. Sustained by the Harvard Club of Andover. Awarded 1961 to Gerald Wilbur McCollum.

FULLER PRIZE. To a member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. First awarded 1912. Funded 1959 by Samuel Lester Fuller, Class of 1894. Awarded 1961 to John Woodruff Ewell, Jr.

HOPPER PRIZE. To a student worker in the Commons who is outstanding in industry, cooperation, and unselfishness. $100. First awarded 1954. Funded 1953 by friends of Henry Hopper who, for thirty-eight years, served Phillips Academy with industry, cooperation, and unselfishness. Awarded 1961 to James Lewis Hudson.

IMPROVEMENT PRIZE. To a member of the Senior Class who has been a student at Andover for at least two years and who has shown the greatest development of character and scholarship. $100. First awarded 1941. Sustained by a member of the Class of 1916. Awarded 1961 to James Edward Corey.

KEYES PRIZE. To a boy, who in his Lower Middle year shows outstanding qualities of character, leadership, scholarship and athletic ability. $50. Funded 1958 by Langley C. Keyes, Class of 1920. First awarded 1959. Awarded 1961 to John Alexander Butler Faggi, Jr.

KINGSBURY PRIZE. To a student of outstanding character, who, in the judgment of the headmaster, is especially distinguished for perseverance and resolution. $50. First awarded 1943. Funded 1945 by Dr. and Mrs. John A. Kingsbury, in memory of their son, John Adams Kingsbury, Jr., Class of 1934. Awarded 1961 to John Engel.

LIBRARY PRIZES. For the best student libraries collected. $30 and $15. Sustained by the Friends of Oliver Wendell Holmes Library since 1956. Awarded 1961 to (1) William Astor Drayton, Jr., (2) Randall Jeffrey Lewis.

LORD PRIZE. To a Senior who during his residence at Phillips Academy has displayed in his daily actions and personal contacts a genuinely fine character. A selection of books. First awarded 1947. Sustained by Mason Faulconer Lord, Class of 1944. Awarded 1961 to Malcolm Porteous Rogers.

PHILLIPIAN PRIZE. For outstanding service rendered to the *Phillipian*. $50. First awarded 1931. Funded 1931 by James Q. Newton, Class of 1929, and Business Manager of the *Phillipian* during his Senior year. Awarded 1961 to David Marshall Smith and Mark Wingate Foster.

REDPATH PRIZES. For the most interesting libraries of paperback books collected by students. $30, $15 and $10. First awarded 1960. Sustained by Robert U. Redpath, Jr., Class of 1924, in memory of his parents. Awarded 1961 to (1) Charles Alexander Ward, (2) Jeremy William Heist, (3) Peter Edward Gamm.

SCHWEPPE (RICHARD JEWETT) PRIZE. To a member of the Senior Class in recognition of an unusual spirit of cooperation and friendliness. $100. First awarded 1947. Funded 1946 by Mrs. Richard J. Schweppe in memory of her husband, Richard Jewett Schweppe, Class of 1896. Awarded 1961 to Thomas William Hamilton Phelps.

STEARNS PRIZE. In honor of Dr. Alfred E. Stearns, Class of 1890. Headmaster of Phillips Academy 1903-1933, to a student who, through conscientious effort, high ambition and courage, outstanding character and excellent deportment, has made Phillips Academy a better and more friendly place in which to live. $100. First awarded 1951. Supported, beginning in 1959, by the Roger C. Sullivan Fund, established in 1921 by Boetius H. Sullivan, Class of 1905. Awarded 1961 to William Rockwell Torbert.

Abbot Stevens Prize. To a member of the Senior Class, upon recommendation of the faculty, who through his character and leadership has made a significant contribution to the Academy and to his classmates. $100. Funded 1959 by Mrs. Abbot Stevens, in memory of her husband, Abbot Stevens, Class of 1907. Awarded 1961 to James Shields Durston.

Stiles Prize. To the member of the Upper Middle Class whose judgment and loyalty to the school have been exemplary. $50. First awarded 1960. Funded 1960 by Mrs. Russell Stiles, in memory of her husband, Class of 1908, and his father, Sumner Burritt Stiles, Class of 1872. Fund increased 1960 by her son, William S. Stiles, Class of 1942, and David Stiles, Class of 1936. Awarded 1961 to Tone North Grant and Walter Coles Upton.

Sullivan Prizes. To those members of the Senior, Upper Middle, Lower Middle, and Junior Class who made the greatest improvement in scholarship during the previous school year. Four prizes of $200 each, awarded in the fall. First awarded 1921. Funded 1921 by Boetius H. Sullivan, Class of 1905, in memory of his father, Roger C. Sullivan. Awarded 1960 to Jerome Spencer Shimp, Anthony Stuart Robbin, Dennis Eugene Wilkinson, Richard Ragsdale Mudge. 1961 awards to be announced.

Van Duzer Prizes. Two prizes of $350 each, awarded as outlined below. (a) Andover-Harvard. "The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time." Awarded 1960 to Patrick McLoskey Westfeldt, Jr. (b) Harvard-Andover. "The income is available for a graduate of Phillips Academy during his Freshman year in Harvard College, the award based on high scholarship, to be announced at the close of the recipient's Senior year in the school." Awarded 1960 to Christopher Fulton McKee. First awarded 1912. Funded 1928 from a bequest of Henry S. Van Duzer, Class of 1871. 1961 awards to be announced.

Warren Prize. To a member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the faculty. $50. First awarded 1926. Funded 1925 by Frank Dale Warren, Jr., Class of 1915, in memory of his father, Class of 1879. Awarded 1961 to David Elbert Austin.

Wells Prize. To a member of the Junior Class who has displayed the outstanding qualities of loyalty, perseverance, and sterling character which characterized the boy in whose memory the prize is given. $50. First awarded 1953. Sustained by Mr. and Mrs. J. Brent Wells, in memory of their son, Anthony Peters Wells, admitted to the Class of 1956. Awarded 1961 to Marvin Hayne Kendrick, Jr.

Yale Bowl. To that member of the Senior Class who has attained the highest proficiency in scholarship and athletics. First awarded 1902. Sustained by the Yale Club of Boston. Awarded 1961 to David Francis Murphy.

SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

*Hon. William Phillips (1795; 1804). Begun with a gift from Hon. William Phillips and increased by his bequest of $4,000	$ 4,633.33
*Students' Educational Fund (1854). Begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of $1,000 from Edward Taylor, Treasurer of Phillips Academy, 1868-1889	7,762.64
*Samuel Farrar (1865). Bequest of Samuel Farrar, 1803, Treasurer of Phillips Academy, 1808-1840. (A part of this fund is for other purposes.)	22,000.00
*Jane Aiken Clarke (1870). James G. Clarke, Class of 1839, in memory of his mother	1,200.00
†Peter Smith Byers (1878). John Byers, Class of 1848, in memory of his brother, Class of 1847	500.00
*Class of 1878 (1878). Senior Classical class	1,200.00
†Jonathan Taylor (1878). Edward Taylor, Treasurer of Phillips Academy, 1868-1889, in memory of his father	1,000.00
*Hiram W. French (1879), Class of 1839	1,000.00
*Caroline Parker Taylor (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, Principal of Phillips Academy, 1838-1871	1,000.00
*Gerard Sumner Wiggin (1882). Bequest of Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, Class of 1875	1,000.00
*Stone Educational Fund (1882). Mrs. Valeria G. Stone of Malden	26,400.00
*Richards (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the Treasurer's Office of Phillips Academy, and Edward Stanley Richards, Class of 1875	1,450.14
*Warren F. Draper (1890), Class of 1843	1,000.00
‡Charles L. Flint (1890). Bequest of Charles L. Flint, Class of 1845	5,000.00
*Henry P. Haven (1890). Trustees of Henry P. Haven estate, of New London, Conn.	1,000.00
*Emma Lane Smyth (1890). Gov. Frederick Smyth, of New Hampshire, Class of 1839, in memory of his wife	1,000.00
*James and Persis Taylor (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother	1,000.00
*Joseph Dowe (1892). Bequest of Joseph Dowe, Class of 1817	3,097.98
†John Cornell (1894). Bequest of John Cornell. Recommended by the School Committee of Andover	5,000.00
*James Calvin Taylor (1895). Mrs. Mary E. Fairbanks, in memory of her brother, Class of 1840	1,000.00
*Mary W. Holbrook (1900)	500.00

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.
‡ For general scholarship aid; preference to boys from Middleton.

*Carter (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter 1,500.00

*Herman Verhoeff Hartwell (1907; 1926). Mr. and Mrs. Frank N. Hartwell, in memory of their son, Class of 1908 5,000.00

*George Ripley (1908). Bequest of George Ripley 2,500.00

†T. Augustus Holt (1909). Bequest of T. Augustus Holt 26,003.24

*James Huntington (1910; 1931). The widow and daughter of James Huntington, Class of 1848 2,000.00

*Allan Morse Penfield (1913). Bequest of Allan Morse Penfield, Class of 1904 1,000.00

*George B. Knapp (1914). Katharine Knapp estate, in memory of her brother, Trustee of Phillips Academy, 1899-1919 5,000.00

*Thomas A. Emerson (1917). Rev. Thomas A. Emerson, Class of 1859, and Mrs. Emerson 2,000.00

Robert Henry Coleman (1919). Mrs. John Coleman, in memory of her son, Class of 1912, who died in the military service of the United States, 1918 6,000.00
"The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school."
Awarded 1960-1961 to John Alexander Butler Faggi, Jr.

George Xavier McLanahan (1919). His mother and sister, in memory of George Xavier McLanahan, Class of 1892 10,000.00
"The income is used annually for the assistance of a worthy student or students of limited means."
Awarded 1960-1961 to Stephen Ronald Hobson.

Gordon Ferguson Allen (1920; 1957). James F. Allen, of Meriden, Conn., and his sons, Parker B. Allen, Class of 1914, and Theodore F. Allen, Class of 1915, in memory of Gordon Ferguson Allen. Increased in 1957 by Theodore F. Allen 10,000.00
"The income is awarded annually to a deserving student of character and promise and of limited means."
Awarded 1960-1961 to Anthony Ayres Iarrobino, Jr.

*Rev. William Henry and Ellen Cary Haskell (1920; 1936). Rev. William Henry Haskell, Class of 1856, and his five sons, Classes of 1883, 1888, 1890, and 1895 3,000.00

*Harriet L. Erving (1922). Bequest of Miss Harriet L. Erving, of Andover, for thirty years assistant in the Treasurer's Office 1,500.00

*Samuel M. Evans (1922), Class of 1887. (A part of the fund is for other purposes.) 2,000.00

Charles C. Clough (1923). Princeton University classmates and friends of Charles C. Clough, Class of 1906 5,000.00
"The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established."
Awarded 1960-1961 to Elwood Bernard Boone, Jr.

*Frank Butler Walker (1923). Bequest of Mrs. Mary C. B. Walker, in memory of her son, Class of 1889 1,425.00

*Abraham B. Coffin (1924). Bequest of Abraham B. Coffin, Class of 1852 2,000.00

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.

ALFRED HOWLETT DURSTON (1926). Marshall H. Durston, Class of 1900, in memory of his brother, Class of 1897 5,000.00
"The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence."
Awarded 1960-1961 to William Edward Hanners.

SMITH LEWIS MULTER, JR. (1926). Smith Lewis Multer, in memory of his son, Class of 1923 5,000.00
"The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school."
Awarded 1960-1961 to Peter Winship.

*AMASA J. WHITING (1927; 1955). Bequest of Mrs. May C. W. Speare, in memory of her father 5,159.50

*JAMES H. HASTE (1930; 1933-34; 1944). Bequest of James H. Haste, Class of 1894 241,074.18

WILLIAM THOMPSON REED MEMORIAL (1930; 1957). His father and mother and members of his family, in memory of William Thompson Reed, Class of 1929 12,565.34
"The income is awarded annually to a student of character and promise at the beginning of his Senior year."
Awarded 1960-1961 to James McLeod Perry.

*HENRY WALDO GREENOUGH (1931; 1937). Bequest of Henry Waldo Greenough, Class of 1889 2,000.00

*MONCRIEFF M. COCHRAN (1932). Bequest of Moncrieff M. Cochran, Class of 1900 2,500.00

*BANCROFT (1933). Bequest of Cecil K. Bancroft, Class of 1887, Registrar of Phillips Academy 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth Principal of Phillips Academy 2,000.00

SCHUYLER BUSSING SERVISS MEMORIAL (1936). Mrs. Charlotte B. Serviss, in memory of her son, Class of 1898 5,000.00
Awarded 1960-1961 to Leonard Michael Singer.

*OSGOOD JOHNSON (1937). Bequest of Helen O. Sprague, in memory of her grandfather, Principal 1833-37, and her father, Class of 1848. For New England-born students 500.00

†DAVID AND LUCY HAYWARD SHAW (1939). Bequest of Lucy Hayward Shaw (Mrs. David) 10,000.00

AUGUSTUS PORTER THOMPSON (1942). Mrs. Augustus P. Thompson, of Andover, in memory of her husband, Class of 1892 5,000.00
"The income is awarded annually to a boy who, in the judgment of the Headmaster, is outstanding in intelligence and character."
Awarded 1960-1961 to Robert Ludlow Trivers.

*SUMNER SMITH (1943), Class of 1908. Balance of income after the Smith Hockey Cup (see page 80) 1,142.31

JULIA E. DRINKWATER MEMORIAL (1944-56). Arthur Drinkwater, Class of 1896, and William Drinkwater, Class of 1900, in memory of their mother 10,443.12
"The income is awarded annually to deserving students of character and promise and limited means."
Income from the William Drinkwater Fund currently added to that of this fund.
Awarded 1960-1961 to Christopher Stone Dove and Frederick Pollard Goff.

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.

CHARLES W. CARL (1944-46; 1950-53; 1955-56), Class of 1910 25,000.00
"Income to be used during his Senior year by an outstanding student who is a member of an Academy athletic team, and who, in a previous year, has received other scholarship aid from the Academy and has indicated his intention to enter Yale University."
Awarded 1960-1961 to Stephen George Kehas.

*LOUIS S. OWSLEY (1944-1946; 1948-1949). Bequest of Louis S. Owsley, Class of 1890, for scholarships and special educational purposes $02,319.72

RICHARD STRONG FOXWELL (1945). Mrs. Gilbert M. Foxwell, in memory of her son, Class of 1922 2,500.00
"Income to be awarded annually to a deserving student of limited means to meet the regular expenses of the school."
Awarded 1960-1961 to Robert Terrell Bledsoe.

*ARTHUR L. KERRIGAN (1945), Class of 1915 2,500.00

*ABBOTT STEVENS (1945-46), Class of 1907. Trustee 1935-58; Treasurer 1949-58 20,000.00

HERBERT E. STILWELL (1945; 1954). Mr. and Mrs. Charles E. Stilwell, of Cleveland, Ohio, in memory of their son, Class of 1941, who was lost in the English Channel on a mission during the war 19,720.17
"Income to be awarded annually to a student of limited means who, in the judgment of the Headmaster, gives evidence of those qualities of character, initiative, leadership and loyalty which contribute to real American citizenship."
Awarded 1960-1961 to Larry Bonney Hunt.

CECIL K. BANCROFT (1946). Bequest of Mary E. Bancroft, in memory of her brother, Class of 1887, Registrar and Instructor at Phillips Academy, 1906-1932 3,000.00

*LEONARD A. HOCKSTADER (1946), Class of 1896 2,500.00

MOSES AUSTIN CARTLAND SHACKFORD (1946). Professor Martha Hale Shackford, of Wellesley, Mass., in memory of her brother, Class of 1891 5,000.00
"Income to be awarded annually to a boy of good character and of limited means, preferably from New Hampshire and preferably pursuing a classical course."
Awarded 1960-1961 to Mark Sullivan Siegchrist.

MACINTYRE (1946-47; 1951). John Livingston Macintyre, of the Class of 1942, Mrs. John L. Macintyre, and Mr. and Mrs. Mackenzie Macintyre, of Aurora, Ill., in memory of Mackenzie Macintyre's parents 12,100.34
"Net income is awarded annually to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship, qualities of leadership and wholesome influence in the general activities of the school."
Awarded 1960-1961 to James Richard Wessner.

*ROBERT D. MILLS (1947). Bequest of Robert D. Mills, Class of 1893 500.00

†GEORGE F. ROBERTS (1948). Bequest of Mary A. Roberts 2,000.00

RAY A. SHEPARD (1949-1950; 1953; 1960). Friends of Ray A. Shepard, Athletic Director of Phillips Academy, 1919-1949 2,620.35
"The income is awarded annually to a boy of limited means who has shown evidence of excellent character and marked ambition."
Awarded 1960-1961 to Robert Lloyd Lux.

SUISMAN FOUNDATION (1949-50; 1953; 1955-56). The Suisman Foundation, Inc., Edward A. Suisman, John R. Suisman, Class of 1955, Michael Suisman, Class of 1947, and Richard Suisman, Class of 1950 15,000.00

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.

"Income is to be awarded annually to a student selected by the Scholarship Committee."
Awarded 1960-1961 to Paul Stephen Elkin.

*Newton-Hinman (1950). Ahlers Association, in honor of Frederick E. Newton, Class of 1893, and George W. Hinman, Class of 1894, former instructors at Phillips Academy and faculty guardians of the PBX Society 22,243.17

*Society Scholarships. The following funds for scholarship purposes were established through the generosity of the Secret Societies at the time of their dissolution.

*AGC Society (1950). The Rogers Associates, Inc. 24,461.94
Balance of income after the Benner Prize (see page 77)

*AUV Society (1950). AUV Corporation 35,000.00

*EDP Society (1950). The Eta Delta Phi Society 5,000.00
Balance of income after Schubert Award (see page 81)

*FLD Society (1950; 1956). The Davison Associates, Inc. 18,115.14

*KOA Society (1950). The Blodgett Association 35,176.17

*PAE Society (1950). The Cooley Association 35,000.00

*PBX Society (1950). (See Newton-Hinman, above)

*PLS Society (1950). Phi Lambda Sigma Association 17,000.00

*Anonymous (1951) 1,000.00

Richard Jewett Schweppe Memorial (1951-53; 1957-58). Mrs. Richard J. Schweppe, in memory of her husband, Class of 1896 38,000.00
"Income for a scholarship(s) to be awarded annually to a student who shows promise of leadership, responsibility and enthusiasm," and for a prize.
Awarded 1960-1961 to Fred Stuart Gass and Jack Vaughan Wales, Jr.

*Isabel C. McKenzie (1952). Bequest of Mrs. Isabel C. McKenzie 25,000.00

*AUV Society-James C. Graham Memorial (1955). AUV Corporation, in memory of James G. Graham, instructor at Phillips Academy, 1893-1937 10,500.00

Chauncey O'Neil (1955-1959). Edward O'Neil, II, Class of 1927, in memory of his father, Class of 1899 27,000.00
"The income to be awarded annually to a boy or boys from Western Pennsylvania."
Awarded 1960-1961 to Hobart McKinley Birmingham.

Horace Martin Poynter (1955-59). His wife, Elsie P. Poynter, and his sisters, Juliet J. Poynter and Harriet R. Poynter, in memory of Horace Martin Poynter, Class of 1896, instructor at Phillips Academy 1902-1945. Income partially subject to an annuity 23,481.25
Awarded 1960-1961 to Peter Brooks Watson.

*G. Louise and Nelson Robinson (1955; 1957). Bequest of Mrs. G. Louise Robinson de Dombrowski; and in memory of her uncle, Nelson Robinson 890,395.57

Walter Brooks Memorial (1956). The Walter Brooks Foundation, in memory of Walter Brooks 30,000.00

Hamilton (1956-1960). John D. Hamilton, Class of 1913, in memory of his father, J. D. M. Hamilton 17,008.44
"The income is to be used to assist a boy or boys who may be in need of financial aid and who reside in the United States west of the Mississippi River."
Awarded 1960-1961 to Gerald Allen Liles.

* For general scholarship purposes.

EVERT W. FREEMAN (1956-58). Bequest of Evert W. Freeman, Class of 1917 29,380.23
"The income to be awarded annually to a student who shows promise of substantial accomplishment, but who for the time being is in financial need."
Awarded 1960-1961 to Dennis Michael Kloepfer.

JOSEPH KAPLAN (1956-59). Joseph Kaplan and other donors 19,750.00
"The income is awarded annually at the end of the Senior year to a student, or students, of limited means for use in the freshman year at college, the award to be made with due regard to fine character and promise of adult usefulness."
Awarded 1960-1961 to William Su-lian Cheng.

*LOUIS N. BENNETT MEMORIAL (1957-58). Bequest of Mrs. Josephine C. S. Blaisdell, in memory of her brother, Class of 1893 1,000.00

ALEXANDER ANGUS MCDONELL, JR. (1957-58). Mrs. Alexander Angus McDonell, in memory of her son, Class of 1935, who gave his life for his country as a member of the United States Air Force on June 20, 1944 21,435.06
Awarded 1960-1961 to George Byron Houpis.

*PUTNEY (1957). R. Emerson Putney, Class of 1928 5,067.82

*ANONYMOUS (1957-61). Income added to fund 7,395.38

WILLIAM DRINKWATER (1958). Bequest of William Drinkwater, Class of 1900. Unrestricted. Income currently added to that of the Julia E. Drinkwater Memorial Fund 25,111.11

INDIANA (1958-59). Bequest of James C. Thornton, Class of 1904. Preference to boys from Indiana. Income added to fund 7,829.50

*ALFRED O. HITCHCOCK, JR. (1959). Bequest of Alfred O. Hitchcock, Jr., Class of 1895 600.00

*HELEN DAVIS HOOD (1959-60). Bequest of Helen Davis Hood (Mrs. Gilbert H.). Increased in 1960 by Gilbert H. Hood Memorial Fund 6,000.00

MAY T. MORRISON (1959). May T. Morrison Estate 10,000.00
Awarded 1960-1961 to Charles Julian Beard, II.

*HENRY MANN SILVER (1959). Bequest of Henry Mann Silver, Class of 1868 4,206.46

WILLIAM MADISON WOOD (1959-60). Cornelius A. Wood, Jr., Class of 1937, in memory of his grandfather. Income added to fund 2,348.70

*HORACE D. BELLIS (1960). Bequest of Horace D. Bellis, director of gymnasium 1901-02 108,080.05

*HARVEY DANN (1960). Income added to fund 560.00

* For general scholarship purposes.

ANNUAL GIFT SCHOLARSHIPS

ALAN FOX SCHOLARSHIP. "To be awarded each year in the amount of $500 to that boy in need of financial assistance who in the opinion of the faculty gives promise of attaining the same breadth of character and intellect as had the man in whose memory this scholarship is given." Sustained (since 1942) by Joseph C. Fox, Class of 1934, in memory of his father, Alan Fox, Class of 1899. Awarded 1960-1961 to Clayton Willis Sundermeyer.

PHILIP B. STEWART SCHOLARSHIP(S). $1,500. To be used for not more than two scholarships in the Senior class. Sustained (since 1959) by the Sarah Frances Hutchinson Cowles Fund, Inc., in memory of Phillip B. Stewart, Class of 1882. Awarded 1960-1961 to David Charles Verrill.

THE NEW ENGLAND SOCIETY IN THE CITY OF NEW YORK. Award of $500 to a boy from New York Metropolitan Area. Sustained (since 1959) by The New England Society in the City of New York. Awarded 1960-1961 to Peter Egon Svastich.

ALUMNI REPRESENTATIVES

(Arranged alphabetically by state. Foreign countries at end of listing)

Whenever possible, it is highly desirable that candidates come to Andover for a personal interview with the Director of Admissions, the Admissions Officer, or one of the interviewing officers. Candidates unable to visit Andover may themselves arrange an interview with one of the Alumni Representatives listed below, who will be glad to meet with candidates at a mutually convenient time. Whether the interview is at Andover or elsewhere, an appointment should be made in advance. Attention is called to the office hours listed on page 16.

ALABAMA

Birmingham

ROBERT B. DONWORTH, JR., '42
White, Bradley, Aran, All & Rose
2100 Comer Bldg.

ROBERT C. FORD, '29

THOMAS C. FORD, '26
Ford Tool & Carbide Co.
3716 Tenth Ave.

ARIZONA

Amado

KEITH S. BROWN, '31
Tucson-Nogales Star Route,
Box 430

Phoenix

HOWARD K. BROWN, JR., '31
P.O. Box 190

Tucson

JOHN S. GREENWAY, '42
1634 North Olsen Ave.

ARKANSAS

Little Rock

GEORGE M. HAMPTON, '25
502 Union National Bank Bldg.

MOSE SMITH, III, M.D., '48
2815 North Pierce St.

CALIFORNIA

Berkeley

JOHN CROSBY, JR., '16
153 Lawson Rd.

Davis

DONALD M. REYNOLDS, '38
University of California
Department of Bacteriology

Los Angeles

H. BURT REITER, '25
The Prudential Insurance Co.
5757 Wilshire Blvd.

WILLIS E. URICK, '34
1100 Roosevelt Bldg.
727 West Seventh St.

EDWARD S. WASHBURN, '33
810 South Spring St.

Marysville

HAROLD S. EDWARDS, '28
Route 3, Box 1300

Pacific Palisades

BENJAMIN H. DORMAN, '25
1515 San Remo Dr.

San Diego

WILLIAM T. ADAMS, '28
Teawell & Shoemaker, Inc.
2120 Fourth St.

GEORGE E. MUMBY, '24
5001 College Ave.

San Francisco

SHERMAN CHICKERING, '29
111 Sutter St.

TREVOR A. CUSHMAN, JR., '34
American Airlines
345 Powell St.

FRANCIS V. KEESLING, JR., '26
605 Market St.

WILLIAM H. KEESLING, '30
Allan, Miller, Groezinger, Keesling
& Martin
400 Montgomery St.

Santa Barbara

MANCEL T. CLARK, JR., '28
605 San Ysidro Rd.

COLORADO

Colorado Springs

B. DONALD SMITH, JR., '30
Second St., Broadmoor

Denver

RICHARD M. DAVIS, '29
860 Gaylord St.

JOHN F. MALO, '40
2455 South Jackson St.

JOHN C. MITCHELL, 2ND, '34
2601 South Sheridan Blvd.

DAVID C. WILHELM, '38
740 High St.

CONNECTICUT

Southport

JOSEPH ALLEN, '33
46 Willow St.

West Hartford
FRED I. KENT, II, '38
350 North Steele Rd.
J. READ MURPHY, '38
15 Walbridge Rd.

DELAWARE
Wilmington
HON. CALEB R. LAYTON, III, '26
P.O. Box 46

DISTRICT OF COLUMBIA
Washington
R. DENNISON COURSEN, '36
5410 Duvall Dr., N.W.
DAVID W. KENDALL, '20
Apt. 21, 2101 Connecticut Ave.
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American Security & Trust Co.
15th St. & Penn. Ave.

FLORIDA
Jacksonville
LAURENCE F. LEE, JR., '40
Peninsular Life Insurance Co.
ARTHUR W. MILAM, '45
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Miami
D. PIERRE G. CAMERON, '21
Ransom School
3575 Main Highway
Coconut Grove
GUILLERMO E. GONZALEZ, JR., '50
300 Northwest 73rd St.
Sarasota
PARKER C. BANZHAF, '38
3435 Sea Grape Dr.

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FRANK F. FORD, '32
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ROBERT A. SEARS, M.D., '35
340 Boulevard

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Lewiston
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Potlatch Forests, Inc.

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Chicago
GARDNER BROWN, '24
White, Weld & Co.
30 West Monroe St.
JEROME K. FREEDMAN, M.D., '47
Apt. 5A, 5801 So. Dorchester Ave.
Northfield
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217 Dickens Rd.
Skokie
R. NEISON HARRIS, '32
9444 Skokie Blvd.
Peoria
CHARLES H. KELLOGG, '35
908 Stratford Dr.

INDIANA
Indianapolis
ROBERT B. FAILEY, JR., M.D., '34
57 East 57th St.
C. PERRY GRIFFITH, '45
1455 East 77th St.

IOWA
Clinton
EUGENE J. CURTIS, JR., '38
114 12th Ave., S.
Davenport
ALAN S. HOWARD, '27
2432 Fulton Ave.
Des Moines
WILLIAM C. MENNEL, '36
1072 31st St.

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Louisville
WILLIAM H. ABELL, '28
Commonwealth Life Insurance Co.
4th and Broadway, 21st floor
SAMUEL S. CALDWELL, JR., '29
Route 1, Box 404, Anchorage

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New Orleans
C. HORTON SMITH, II, '28
108 Duplessis St.
PHILIP R. TOOHEY, '42
405 Hibernia Bank Bldg.
Shreveport
DONALD A. RAYMOND, JR., '32
1132 Erie St.

MAINE
Auburn
WILLIS A. TRAFTON, JR., '36
323 Minot Ave.
Portland
JOHN E. PALMER, '25
543 Congress St.
Waterville
RICHARD N. DYER, '38
Director of Public Relations
Colby College

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H. RICHARD DUDEN, '43
49 Maryland Ave.
Baltimore
DR. WINSTON H. PRICE, '40
209 Edgevale Rd.

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FREDERICK G. BAHR, '47
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Detroit
WILLIAM G. BUTLER, '30
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RT. REV. RICHARD S. EMRICH, '27
63 East Hancock Ave.
WILLIAM H. LEDYARD, '29
Ledell Forge & Mfg. Co.
8335 St. Aubin St.
RUSSELL H. LUCAS, '12
833 Penobscot Bldg.
St. Clair
GEORGE H. HUNT, JR., '37
904 North Riverside

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Duluth
ROBERT S. MARS, '15
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C. DOUGLAS WALKER, '18
2131 Woodland Ave.
Minneapolis
LOUIS POLK, JR., '49
General Mills, Inc.
9200 Wayzata Blvd.
A. LACHLAN REED, '35
Minneapolis-Honeywell Regulator Co.
ARNE L. SCHOELLER, '48
1430 Rand Twr.
J. KIMBALL WHITNEY, '46
453 Highcroft Rd.
WHEELOCK WHITNEY, JR., '44
Box 50, Route 5, Wayzata

MISSISSIPPI
Jackson
WILLIAM D. LYNCH, '38
134 Chippena Cir.

MISSOURI
Kansas City
LOUIS H. EHRLICH, JR., '26
Rothenberg & Schloss Cigar Co.
932 Broadway
THOMAS H. LAWRENCE, JR., '31
6012 Morningside Dr.
RICHARD H. SEARS, '20
The Barstow School
4950 Cherry St.
St. Joseph
F. GREGG THOMPSON, JR., M.D., '17
902 Edmond St.
St. Louis
JOHN SHEPLEY, '42
503 Locust St.
University City
GEORGE B. ATWOOD, '22
6345 Washington St.

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Billings
LAWRENCE BARKER, '38
2620 Woody Dr.
Great Falls
CHARLES A. BOVEY, '26
Box 1653
Philipsburg
F. WILLIAM VIETOR, '37
Rocking Chair Ranch

NEBRASKA
Omaha
PHILIP S. KEMP, '43
113 North 54th St.
JAMES A. C. KENNEDY, JR., '33
1502 City National Bank

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Deeth
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Mary's River Ranch

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Buffalo
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16 Clarendon Pl.
Ithaca
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208 Dearborn Pl.
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631 Highland Rd.
Mamaroneck
BERNARD L. BOYLE, JR., '27
1120 Cove Rd.
Middletown
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New York City
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63 Wall St.

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McKinsey & Co.
60 East 42nd St.

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146 Broad St.

MARTIN H. DONAHOE, JR., '31
343 State St.

RICHARD T. MITCHELL, '31
146 Broad St.

Syracuse

DAVID H. NORTHRUP, '32
205 DeWitt St.

HARRY G. REMINGTON, '23
119 Hampton Rd.

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Charlotte 5

HOWARD SNOW, '21
2900 St. Andrews Lane

Durham

PEREGRINE WHITE, '29
2712 Legion Ave.

NORTH DAKOTA

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1617 Seventh St., S.

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Cincinnati

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The Central Trust Company

JAMES P. ORR, '42
9605 Shawnee Run Rd.

WILFORD L. ROMNEY, '19
7 Sylvan Ln., Wyoming

DAVID WATT, '27
7150 Fair Oaks Dr.

Cleveland

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2347 Tudor Dr.

JAMES R. STEWART, '27
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2572 Stratford Rd.

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3137 Fairfax Rd.

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RT. REV. HENRY W. HOBSON, '10
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Granville

GEORGE W. CHESSMAN, '37
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Burg St.

OKLAHOMA

Bartlesville

CARL M. ELKAN, '35
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Oklahoma City

JOHN H. EDWARDS, '22
611 Glove Life Bldg.

Tulsa

REGINALD D. BARNES, '32
2020 East 38th St.

OREGON

Eugene

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445 Lariat Dr.

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EDMUND HAYES, JR., '44
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Chambersburg

JOHN M. SHARPE, JR., '46
257 Lincoln Way, E.

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D. HALL BLAIR
143 North Sixth St.

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TOLBERT N. RICHARDSON, JR., '27
50 Righter's Mill Rd.

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2001 Fidelity-Philadelphia Trust Bldg.

Pittsburgh
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136 Beech St.
EDWARD O'NEIL, '27
P.O. Box 1692
Scranton
W. LAWSON CHAMBERLIN, '34
Chamberlin & Clarke
Northeastern National Bank Bldg.
Strafford
NATHANIEL M. CARTMELL, JR., '42
120 Hillside Rd.
Waverly
JAMES W. VIPOND, '30
Waverly Dalton Rd.
Wayne
ROBERT SCHAFER, '29
730 Mancell Rd.

SOUTH CAROLINA
North Charleston
SCOTT V. WALKER, '38
P.O. Box 5287
Columbia
JOHN R. CRAFT, '29
Columbia Museum of Art
Senate & Bull Sts.
Seneca
LLOYD P. FARRAR, '52
Route 2
Spartanburg
HARRY J. GROBLEWSKI, '36
Spartanburg Day School

SOUTH DAKOTA
Porcupine
REV. GEORGE P. PIERCE, '49
Pine Ridge Indian Reservation

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Memphis
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Brush, Hutchinson & Gwinn
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Amarillo
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1700 Catalina Dr.
Houston
GEORGE H. W. BUSH, '42
1701 Houston Club Bldg.
WILLIAM A. KIRKLAND, '15
First National Bank, P.O. Box 2557
ROBERT U. PARISH, '43
2103 Briarglen
LOVETT C. PETERS, '32
P.O. Box 2197
San Antonio
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417 West Dewey Pl.
CLAIR D. RUBLEE, JR., '46
204 Crescent Dr.
Waco
WILLIAM F. NEALE, JR., '44
Route 7, Box 323

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Ogden
RODERICK H. BROWNING, '44
1539 E. 4600 S.
Salt Lake City
C. CHAUNCEY HALL, M.D., '41
2652 East 6200 South

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Charlottesville
NOBLE T. MACFARLANE, '16
P.O. Box 3606, University Station
McLean
HERBERT SCOVILLE, JR., '33
101 Old Georgetown Pike
Norfolk
JERE A. KLOTZ, M.D., '41
6412 Whittier Dr.
Richmond
RANDOLPH C. HARRISON, JR., '41
215 Sunset Dr.
THOMAS WALKER, M.D., '28
Richmond Memorial Hospital
1300 Westwood Ave.

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Seattle
HUGH P. BRADY, '10
831 Securities Bldg.
PENDLETON MILLER, '28
711 Central Bldg.
Spokane
SAMUEL L. GALLAND, '25
2414 West Second Ave.
Tacoma
HOWARD S. REED, '45
Weyerhaeuser Timber Co.
P.O. Box 1645

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Charleston
William A. Pugh, '39
15 Grosscup Rd.
Wheeling
Marshall T. Gleason, Jr., '13
Shawnee Hills

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Milwaukee
Robert A. Uihlein, Jr., '34
235 West Galena St.

WYOMING
Casper
J. A. Padon, Jr., '39
213 Cottman Bldg.
Laramie
Very Rev. Otis G. Jackson, '20
Box 963

BERMUDA
Hamilton
Hugh C. Masters, '40
Box 139

CANAL ZONE
Balboa
Robert J. Boyd, Jr., '48
Box 2013

COLOMBIA
Bogota
William Adams, III, '44
First National City Bank of New York
Apartado Aereo No. 4134
William H. Hathaway, '41
The Rockefeller Foundation
Apartado Aereo 58-13

ENGLAND
London
Laurence W. M. Viney, '38
44 Great Queen St., W.C. 2

FRANCE
Paris
Charles C. de Limur, '40
Bankers Trust Co.
16 Place Vendome

GUATEMALA
Guatemala City
John L. Whitbeck, '40
4A Ave. Sur 34

PUERTO RICO
San Juan
Ricardo A. Gonzalez, '53
P.O. Box 112

VENEZUELA
Caracas
Alberto J. Vollmer, '42
Avenida Vollmer No. 1
San Bernardino

STUDENTS —1960-1961

GEOGRAPHICAL REPRESENTATION

Arizona	2	Missouri	1	Wyoming	1
Arkansas	6	Montana	1	Africa	1
California	35	Nebraska	4	Argentina	1
Colorado	6	New Hampshire	10	Bermuda	1
Connecticut	95	New Jersey	42	Canada	4
Delaware	1	New Mexico	3	Canal Zone	1
District of Columbia	8	New York	124	China	1
Florida	15	North Carolina	22	Colombia	1
Georgia	5	North Dakota	1	El Salvador	1
Hawaii	2	Ohio	18	England	2
Idaho	1	Oklahoma	1	Finland	1
Illinois	24	Oregon	2	Germany	3
Indiana	4	Pennsylvania	33	Greece	1
Iowa	7	Rhode Island	6	India	1
Kansas	3	South Carolina	3	Iran	1
Kentucky	6	Tennessee	4	Japan	1
Louisiana	2	Texas	12	Mexico	2
Maine	15	Utah	2	Peru	1
Maryland	8	Vermont	6	Puerto Rico	2
Massachusetts	197	Virginia	18	Venezuela	1
Michigan	13	Washington	2	Virgin Islands	4
Minnesota	6	West Virginia	2		
Mississippi	2	Wisconsin	5		817

CLASSIFICATION

Seniors	224
Upper Middlers	236
Lower Middlers	210
Juniors	147
	817

SENIORS

Abrahamson, Edward Lawrence Rodler
Annapolis, Md.
Accetta, Anthony Thomas
New York, N. Y.
Allen, Claxton Edmonds, III
New York, N. Y.
Austin, David Elbert
Norton

Barker, James Robertson
New Canaan, Conn.
Barnaby, John Robbins
Lincoln
Barnes, James Walter
Montrose, Pa.
Bartlett, George Martin
Riverside, Calif.
Bass, Sid Richardson
Fort Worth, Tex.
Batham, Michael Allan
Marina Cay, Tortola, B. V. I.
via St. Thomas, Virgin Isles
Bennion, Christopher Graham
Riverside, Conn.
Benson, Victor Mark
Bristol, Conn.
Bisgard, William Dewey
Harlan, Ia.
Blair, James Sutton, II
Indiana, Pa.

Blatt, Philip Mark
Haverstraw, N. Y.
Boone, Elwood Bernard, Jr.
Ettrick, Va.
Bragg, Morgan Stevenson
Greenwich, Conn.
Brayton, Thomas Mark
Herkimer, N. Y.
Bremer, Duncan Struthers
New Canaan, Conn.
Brown, Peter Cooper
Louisville, Ky.
Butler, John Allington
Grosse Pointe Farms, Mich.

Cabot, Edmund Billings
Weston
Carson, Hugh Lindsay
Syracuse, N. Y.
Carter, Charles Landson
St. Peter, Minn.
Charnas, Jonathan
New York, N. Y.
Charnas, Robert David
Harrison, N. Y.
Cleveland, Arthur Bruce
Fitzwilliam, N. H.
Cobb, Bayless Earl, IV
Fort Smith, Ark.
Cohen, Andrew David
Roslyn Heights, L. I., N. Y.
Cohen, Michael Victor
New York, N. Y.
Cohen, Richard Michael
Chelsea
Collins, George Fulton, III
Tulsa, Okla.
Conrad, Bruce Phillips
Davis, Calif.
Constantinides, Charles Lawrence, III
Los Gatos, Calif.
Cook, Carey Orr
Winnetka, Ill.
Cook, Newell Choice, Jr.
Schenectady, N. Y.
Corey, James Edward
South Portland, Me.
Cox, Edward Vermilye, III
Oyster Bay, L. I., N. Y.
Cross, Dennis William
Grosse Pointe Shores, Mich.
Cummings, William Charles, III
Janesville, Wis.
Cuthbertson, Clive Thomas
Greenwich, Conn.
Cuthbertson, Frederick Maitland
Riverside, Conn.

Davis, Donald Benjamin
Waco, Tex.
deMare, Gregory Moore
Saugerties, N. Y.
Diemar, Robert Emery, Jr.
Fort Thomas, Ky.
Dolben, Joseph Alfred
Winchester
Donahue, Thomas Bradley, Jr.
Atlanta, Ga.
Dove, Christopher Stone
Oak Park, Ill.
Drayton, William Astor, Jr.
New York, N. Y.
Driver, Ross Norman
Andover
Dudan, William Wade
West Nyack, N. Y.
DuHamel, Thomas Roland
Salem Depot, N. H.
Durfee, Alan Hetherington
South Hadley
Durrance, Richard Sherman
Aspen, Colo.
Durston, James Shields
Lumberton, N. C.

Elkin, Paul Stephen
Newburyport
Engel, John
Great Neck, N. Y.
Evans, David Huhn, Jr.
North Andover
Evslin, Tom Isaac
New Rochelle, N. Y.
Ewell, John Woodruff, Jr.
Northford, Conn.

Fay, William North
York, Pa.
Field, James Oliver
Nahant
Fisher, Ernest Wilkin
Cedar Grove, N. J.
Fitts, Daniel Hewitt
Andover
Floto, Ronald John
Charlotte, N. C.
Foster, Mark Wingate
Fairfield, Conn.
Foster, Richard Wilson
Andover
Fuller, John Malcolm, Jr.
Hillsborough, Calif.
Fuller, Peter Charles
North Attleboro

Gallaudet, Denison
Farmington, Conn.
Gamm, Peter Edward
Charlotte, N. C.
Gardner, Dorsey Robertson
Springdale, Conn.
Gass, Fred Stuart
Greencastle, Ind.
Gaud, William Steen, III
Charleston, S. C.
Gibson, David Beckwith
Sewickley, Pa.
Gilbert, Bruce Charles
Nashua, N. H.
Glenn, Richard Murray Cunningham, III
Woodbury, Conn.
Goff, Frederick Pollard
Barranquilla, Colombia, S. A.
Goltz, Theodore Hugh
Haverhill
Graham, Andrew Jay
Stony Brook, L. I., N. Y.
Graney, Edward
Norwood
Gratwick, Geoffrey Mason
Woodbury, Conn.
Graves, Randall Walter
Elmira, N. Y.
Grillo, Peter James
Andover

Hackett, David Spencer
Ligonier, Pa.
Halcomb, Daniel Boone, III
Grass Valley, Calif.
Hanna, George Verner, III
Jacksonville Beach, Fla.
Hanners, William Edward
Springfield, Ohio
Hannon, David Frank
Cambridge
Hanson, Erik Ivan
Stoneham
Harris, King William Wishbone
Highland Park, Ill.
Hart, James Henry, III
Andover
Hay, Glenn Orr, Jr.
Shaker Heights, Cleveland, Ohio
Heffelfinger, Peter Hughes
New York, N. Y.
Heikkinen, Jacob Herman
Gettysburg, Pa.
Hewlett, Everett Augustus, Jr.
Washington, D. C.
Hobson, Stephen Ronald
Garden Grove, Calif.
Hoffman, Floyd Gerry
Highland Park, Ill.
Holahan, Dennis John
Darien, Conn.
Holt, Robert Alan
Reading
Hornsby, Cyrus Edward, III
Atlanta, Ga.
Houpis, George Byron
Lowell
Hudson, James Lewis
Whitehaven, Tenn.
Hurlbut, Stephen Bingham
Bronxville, N. Y.
Hutchinson, John Kenneth
Brecksville, Ohio
Huvelle, Peter Rinehart
Litchfield, Conn.

Iarrobino, Anthony Ayres, Jr.
Marblehead

Jaques, Willard Matthews
Lake Forest, Ill.
Jean, Arthur Honore, Jr.
Nashua, N. H.
Jefferds, Joseph Crosby, III
Charleston, W. Va.
Jenks, David Perry
Cohasset
Johnson, Andrew Field
Irvington-on-Hudson, N. Y.
Johnson, Belden Crane
Burke, Va.
Johnson, Thomas Raymond
Newtonville

Kalkstein, Paul
Moorestown, N. J.
Keeney, Raymond Allon, II
Somersville, Conn.
Kehas, Stephen George
Goffstown, N. H.
Keller, Robert Jeremiah
Miami Beach, Fla.
Kellogg, David Moulton, IV
Weston
Kendrick, Clinton Jansen
Denver, Colo.
Keppelman, Richard Tripp
Litchfield, Conn.
King, Malvern Francis, Jr.
Weldon, N. C.
Kingston, William Howard, III
Altadena, Calif.
Kinnear, Paul Whitling
Buenos Aires, Argentina, S. A.
Kinross-Wright, Jeremy John
Cambridge
Kirk, David Starr
Old Greenwich, Conn.

Knapp, Bruce Chapman
Roswell, N. M.
Knapp, Gerald Sales
Tucson, Ariz.
Knowles, James Burbank
Greenwich, Conn.

Lamm, Peter Donald Wakeman
Washington, D. C.
Lanpher, Edward Gibson
Alexandria, Va.
LaTour, Pierre, Jr.
Smithtown, N. Y.
Lauder, Keith Forbes
Andover
Lebach, Thomas Richard
Andover
Lemkin, Stephen Richard
Lowell
Levinson, Stuart
Edgartown
Lobitz, Walter Charles, III
Portland, Ore.
Longfellow, Richard Clark, Jr.
Anoka, Minn.
Lowndes, Richard Anthony
Hants, England

McAfee, William Gage
Irvington-on-Hudson, N. Y.
MacMurray, Frank Goodnow, Jr.
McLean, Va.
McPherson, John Clarke, Jr.
San Francisco, Calif.
Mahoney, Daniel Dennis
White Plains, N. Y.
Manheim, Michael Andrew
Syracuse, N. Y.
Marks, John David
South Orange, N. J.
Mathis, Robert Trimble
Rye, N. Y.
Mayer, Thomas Walter
Santa Fé, N. M.
Mayers, Michael Spencer
Darien, Conn.
Meyer, Carl, II
New York, N. Y.
Miller, Charles Edward, Jr.
Los Angeles, Calif.
Morgan, Stevenson Demuth
Tuxedo Park, N. Y.
Most, Stephen Arthur
Atherton, Calif.
Mott, Richard Field, II
Far Hills, N. J.
Mountain, Maurice Joseph, Jr.
Chevy Chase, Md.
Munger, Mark Truman
Darien, Conn.
Murphy, David Francis
Andover

Neumark, Philip
Andover
Newton, Jeffrey Holmes
Arlington
Norbury, Peter Julian Oliver
Sherridge near Malvern, Worcestershire, England

O'Brien, Francis
Weston
Ogsbury, James Stanley, III
Andover

Page, John France
Darien, Conn.
Parent, William Brian
Hallowell, Me.
Payne, James Martin
Bridgeport, Conn.
Perin, Edward Bridge Danson
Scarsdale, N. Y.
Perry, James McLeod
Orlando, Fla.
Peterson, Alan Reed
Plaistown, N. H.
Peterson, George Arvid
Hopewell, N. J.
Phelps, Thomas William Hamilton
Greenwich, Conn.
Pieczenik, George
New York, N. Y.
Pollock, Thomas Elmer, III
Flagstaff, Ariz.
Preston, Peter Murray
Chevy Chase, Md.
Pyle, Roger Nelson
State College, Pa.

Renfroe, Robert Jackson
West Point, N. Y.
Rhoads, Richard Mark
Little Neck, N. Y.
Rieveschl, Gary Thomas
Grosse Pointe Farms, Mich.
Robbin, Anthony Stuart
APO 205, New York, N. Y.
(Tehran, Iran)
Rogers, Malcolm Porteous
New York, N. Y.
Rosati, Michael William
New York, N. Y.
Rubin, James Henry
Waban

Saks, Daniel Holtzman
Miami Beach, Fa.
Schmedeman, John Raymond
Little Rock, Ark.
Shue, Johnnie Eugene
Charlotte, N. C.
Sides, Robert Whittemore, Jr.
Andover
Simpson, Robert Charles
New Rochelle, N. Y.
Singer, Leonard Michael
Greene, N. Y.
Sites, Michael Jon
Eglin AFB, Fla.
Smith, David Marshall
Bethayres, Pa.
Smith, Michael Gordon
St. Johnsbury, Vt.
Smith, Norman Page, Jr.
Newburyport
Smolens, John Holmes
Chatham, N. J.
Sorota, Philip John
Andover
Spitzer, John Brumback,Jr.
Toledo, Ohio
Sprague, James Baird
South Hadley
Stafford, Benjamin Thomas
Chicago, Ill.
Starr, Malcolm White
Providence, R. I.
Stevens, Joseph Brewster
Princeton, N. J.
Stewart, William Ross
Cleveland, Ohio
Stroud, John Burke
Camp Lejeune, N. C.
Svastich, Peter Egan
New York, N. Y.

Tartakoff, Alan Michael
Cambridge
Thomas, Arthur, Jr.
Opelousas, La.
Thompson, William Bond
South Portland, Me.
Torbert, William Rockwell
Washington, D. C.
Trafton, Peter Grier
Auburn, Me.
Trivers, Robert Ludlow
Berlin-Dahlem, Germany
Turrentine, James Drake
Stamford, Conn.

Vanderwarker, Carlton Edward, Jr.
New Canaan, Conn.
Verrill, David Charles
Old Orchard, Me.

Walker, Henry Wells, III
West Hartford, Conn.
Walling, Alexander Rieman Holliday
Woonsocket, R. I.
Ward, Charles Alexander
Durham, N. C.
Warshow, Paul Jonathan
New York, N. Y.
Watson, Alan Douglas
Oroville, Calif.
Weaver, David Roy
Andover
Wessner, James Richard
Blanchester, Ohio
Westfeldt, Patrick McLoskey, Jr.
Boulder, Colo.
Whitney, Craig Richard
Westboro
Wickwire, Lyman Goodrich, Jr.
Homer, N. Y.
Winship, Peter
Herndon, Va.
Wrede, Stuart Henrik Edward
Helsingsfors, Finland
Wright, Langdon Goddard
Westwood, N. J.

Young, John Hotchkiss
Ashton, Md.

Zeisel, John Richards
New City, N. Y.

UPPER MIDDLERS

Abbott, Charles Stevenson
Virginia Beach, Va.
Abbott, Freeland Knight, Jr.
Somerville
Adams, John Dinsmore
Kotonah, N. Y.
Allen, Lee Howard
Holyoke
Allison, John Robert
Arcadia, Calif.
Anderson, Allen Arvid
Hyannisport
Anderson, Thomas McDowell, Jr.
Coral Gables, Fla.
Andrews, Archie Moulton, II
Greenwich, Conn.

Andrews, George Edward
Grand Rapids, Mich.
Armstrong, Christopher Story
West Hartford, Conn.
Atri, Elias
Lomas, Mexico, D. F.

Babb, Christopher Tate
New Canaan, Conn.
Bacon, William Thompson, III
Lake Forest, Ill.
Badman, John
Houston, Tex.
Bakst, Merrill Charles
Fall River
Bamford, James Latham
Andover
Baron, Jonathan Miller
Weston
Barry, Richard Hanley
Dallas, Tex.
Beard, Charles Julian, II
Detroit, Mich.
Beard, Michael Crowell
San José, Calif.
Beck, Timothy Kleewing
Andover
Beinecke, Frederick William, 2d
Summit, N. J.
Bergquist, Kenneth Paul, Jr.
Bedford
Binford, Henry Claxton
Washington, D. C.
Bingham, Samuel Almeron, III
Asheville, N. C.
Birmingham, Hobart McKinley
Fairview, Pa.
Bishop, John Byram
Kennett Square, Pa.
Bledsoe, Robert Terrell
Little Rock, Ark.
Blossman, John Richard
Ocean Springs, Miss.
Blum, Alfred Adolph, Jr.
Albany, Ga.
Bonnett, David Huntington
Wellesley Hills
Boyce, Charles Meredith, Jr.
Baltimore, Md.
Boynton, Woodward Rutter
Pasadena, Calif.
Bramwell, Fitzgerald Burton
Riverdale Bronx, N. Y.
Brown, Jeffrey Lindabury
Wellesley Hills
Brown, Rufus Edward
Andover
Buck, Lawrence Albert Ehrhart
Orleans
Budd, George Norman
Clifton, N. J.
Burgess, Thomas Knight
Shrewsbury
Burns, Christopher
Natick
Byrd, Hal Clifford, Jr.
Spartanburg, S. C.

Caldwell, Samuel Smith, Jr.
Anchorage, Ky.
Cannon, Charles Albert, III
Sioux City, Ia.
Carleton, Edward Hercules, Jr.
Schererville, Ind.
Carter, Timothy Howard
Davis, Calif.
Chapin, Bruce Macfarlane
Sharon, Conn.
Chapman, Robert Sedgwick
Darien, Conn.
Chiappa, Keith Henry
Spanish Point, Bermuda
Chickering, William Henry, III
New York, N. Y.
Cleary, Ward Frank
Springdale, Conn.
Clift, Robert Creighton
Andover
Cohen, Jonathan Brewer
Lexington
Collins, Halsey Bingham
Chevy Chase, Md.
Corcoran, Robert James
Reading
Corey, Carl Walter
Cumberland Hill, R. I.
Cowden, John Peter., Jr.
Westport, Conn.
Crawford, Richard Douglas
Pennington, N. J.
Crowell, Timothy Adams
Stamford, Conn.
Crystal, Thomas Leslie, III
Panama, Canal Zone
Cullen, Edward Geoffrey
Greenwich, Conn.

Davey, Michael Dean
North Haven, Conn.
Day, Thomas Russell
Mattapoisett
Dennis, Richard Conant, Jr.
Auburn, Me.

deSola, Francisco Ricardo Roberto, Jr.
San Salvador El Salvador, C. A.
Dixon, Jonathan Allan
Riverside, Conn.
Donahoe, Shaun Schuyler
Rochester, N. Y.
Donaldson, Russell Griffith
South Hamilton
Durham, Arthur
Andover
Durham, Roy Alan
New York, N. Y.

Emmer-Szerbesko, Claus Dietrich
Caracas, Venezuela, S. A.

Fabiano, John Gaspar
Somerille
Ferrara, Peter Smith
Beaver Lake, N. J.
Fleming, Randolph Ingersoll
New Haven, Conn.
Formanek, Peter Raemin
Snyder, N. Y.
Frank, Robert Elliot
Malden
Freeman, Charles Townsend
Harwich
Frishman, Steven Arthur
Andover

Gammons, Robert Pickwoad, Jr.
Terrace Park, Ohio
Gardner, William Leland
Rye, N. Y.
Garrett, James Yard
Pittsburgh, Pa.
Garver, John Anson
Oyster Bay, N. Y.
Geissmann, Jon Christopher
New York, N. Y.
Gilbert, Parmalee Prentice
Stamford, Conn.
Gilbert, Thomas Strong
New York, N. Y.
Gilmore, Thomas North
Cambridge
Gonzales, Jorge Rafael
Santurce, Puerto Rico
Goodell, James Pierpont Bartlett, Jr.
Jamestown, N. Y.
Goodwin, Andrew Jackson
Lake Forest, Ill.
Gordon, Albert Roth
Columbia, Tenn.
Gorrie, John Edward Anderson, Jr.
Andover
Gramlich, Francis Charles
Hanover, N. H.
Grant, Tone North
Bethesda, Md.
Greenberg, Richard Morton
New York, N. Y.
Greene, John Holt
Greenwich, Conn.
Grinnell, Kenneth Lloyd
Lincoln
Griswold, James Robert, Jr.
Ligonier, Pa.

Hartley, Francis, IV
Kittery, Me.
Hawkanson, James Crosby
Duluth, Minn.
Hawks, Tod Howard
Topeka, Kan.
Heredia, José Constantino
Miraflores, Lima, Peru, S. A.
Higgins, Ivanhoe Bradshaw, Jr.
Baltimore, Md.
Hill, Jeffrey Dupuis
Darien, Conn.
Hinckley, Thomas Morse
Acton Center
Hinkle, Lawrence Earle, III
New Canaan, Conn.
Hirst, Richard Bennet Harbaugh
Boise, Id.
Hobart, Ralph Hastings
Northfield, Ill.
Holdorf, Paul Stanley
Lincoln, Neb.
Holloway, Donald Curry
Topsfield
Holmes, Henry Hunter
Bedford

Israel, Thomas Craig
Stamford, Conn.

Jacobs, Carl Bearse, Jr.
Glenview, Ill.
Jenkins, Daniel Henry, III
Scranton, Pa.
Jones, Hugh McKean
Canandaigua, N. Y.

Karlen, Delmar, Jr.
Garrison, N. Y.
Kaufman, Stephan Andrew
Westport, Conn.
Kaufman, Charles Barnard, III
Munich, Germany
Kenney, Robert Leland, 3d
Somerville, Conn.
Keith, Samuel John
Natick

King, James Anthony
Briarcliff Manor, N. Y.
Klahn, Robert Jewell, Jr.
Columbia, Tenn.
Kleiber, Pierre Maxwell
Davis, Calif.
Knight, David Holman
Winterport, Me.
Knueppel, Nicholas
Davenport, Ia.

Lake, Peter Alan
Marblehead
Lansing, John Townsend
Cleveland, Ohio
Leger, Richard Edward
Swampscott
Leichliter, Van Handlin, Jr.
Shaker Heights, Ohio
Levin, John Michael
Staten Island, N. Y.
Levin, Robert Nathan
Mt. Kisco, N. Y.
Lewis, Randall Jeffrey
Taunton
Little, John William, III
Decatur, Ill.
Lucas, Thomas Dean
Bad Homburg, Germany
Lux, Robert Lloyd
Lewiston, Me.

McCollum, Gerald Wilbur
Ashland
McKee, William St. John
Wright-Patterson AFB, Ohio
McMath, Jonathan Clark
Royal Oak, Mich.
McNamee, Daniel Vincent, III
Loudonville, N. Y.
Malone, Frederick Roland, III
Summit, N. J.
Malone, Patrick Thomas
Durham, N. C.
Malozemoff, Alexis Plato
Greenwich, Conn.
Mandell, Jeffrey Howard
Pottsville, Pa.
Mann, William Arthur
Ridgewood, N. J.
Matthias, John Otto
San Marino, Calif.
Mayo, John Caldwell Calhoun, III
Ashland, Ky.
Mettler, Arthur James
Upper Nyack, N. Y.
Meyer, Richard Louis
Oshkosh, Wis.
Mohr, Brent Cummings
Madison, Conn.
Moody, Eric Craig
Bloomington, Ind.
Moonves, Michael Alexander
Newport News, Va.
Moore, Edward Parsons, Jr.
Darien, Conn.
Moore, Richard Anthony, Jr.
Pasadena, Calif.
Morehouse, William Raymond
Sherrill, N. Y.
Morris, Douglass Bert
San José, Calif.
Morrow, John Willis
Charlotte, N. C.
Mosenthal, William Talbot, Jr.
Norwich, Vt.
Mulcahy, Dennis Albert
Salisbury
Muller, Eric Philip
Riverside, Conn.

Nelson, Christopher Dudley Wilson
Larchmont, N. Y.
Newcombe, Edward Jeffrey
Andover
Newton, Dexter, Jr.
Westboro
Nichols, Michael Porter
Port Chester, N. Y.
Nunez, Robert Flournoy
Trumbull, Conn.

Obninsky, Victor Peter
Palo Alto, Calif.

Partridge, David Trott
Andover
Pearsall, Richard Gardner
Haverhill
Penley, Richard Howard
Paris Hill, Me.
Peppard, Victor Edwin, II
Amherst
Peters, George Frederick
Portland, Ore.
Pfaff, James Samuel
Albemarle, N. C.
Pidot, Whitney Dean
Locust Valley, N. Y.
Pierce, Robert Mitchell
Little Rock, Ark.
Piper, Harry Cushing, III
Wayzata, Minn.
Polites, Stacey Alexander
New York, N. Y.

Powell, David McRae
Little Rock, Ark.
Powell, Eugene Jackson
Charlotte, N. C.
Proegler, John Robin
Painesville, Ohio
Pruitt, Robert Bruce
Pasadena, Calif.

Quattrone, David Francesco
Riverside, Conn.

Rabb, James Mark
Newton Center
Reid, John Harrison, III
West Hartford, Conn.
Reiter, Alan Burt
Santa Monica, Calif.
Richardson, John Marshall
Tyler, Tex.
Richardson, Peter deQuartel
Narberth, Pa.
Riley, James Wilson, III
Greenwich, Conn.
Rodes, Clifton Burke
Louisville, Ky.
Rogers, Paul Wayne
Melrose
Russ, Alfred Bayard
Hancock, N. H.

Salzman, John Richard
West Newton
Sherman, Leon French
North Andover
Shubs, Peter Alan
New Haven, Conn.
Shulkin, Martin Barry
Point of Pines, Revere
Siegchrist, Mark Sullivan
Randolph, Vt.
Sims, Robert Lee, Jr.
Woodside, Calif.
Smith, David Julian
Cambridge
Smith, Roger Stanley Uhr
Amherst
Smith, William Percy Colin, Jr.
Rockport
Snyder, John Dudley
Billings, Mont.
Snyder, William Lloyd, III
Lancaster, Pa.
Sox, Jonathan Whitfield
Atherton, Calif.
Sparre, Eric Whitney
Essex, Conn.
Stafford, Jonas Holden, II
Chicago, Ill.
Stafford, Walter Fleming, III
Buffalo, N. Y.
Stearns, Jonathan
Medford
Stevens, William Henry Yale, Jr.
Andover
Stone, Harry Clayton, II
Peoria, Ill.
Stopford, Jeffrey Morgan
Rye, N. Y.
Stripling, James Lewis
Fort Worth, Tex.
Stuart, Charles Cowenhoven
Princeton, N. J.
Stultz, Harold Leland, Jr.
Short Hills, N. J.
Sundermeyer, Clayton Willis
Newton, Ia.

Thornton, Roger DeWitt
Andover
Timbie, James Peter
Marblehead
Toivainen, William Mathias, Jr.
Essex
Tripp, Ray William, III
Milton
Tsoukanelis, Harry George
Joannina, Greece

Upson, Paul Warren
Westfield
Upton, Walter Coles
Ridgewood, N. J.

Vermeil, Peter Sommer
Peoria, Ill.
Vincent, William Howard, II
Norwell
Vogel, John Michael
Lido Beach, L. I., N. Y.

Wales, Douglas Guilbert
Cohasset
Wales, Jack Vaughan, Jr.
Newcastle, Wyo.
Wardlaw, Frank Patterson
Austin, Tex.
Ware, Peter Dickie
Chatham, N. J.
Watson, Peter Brooks
Marshfield
Weiner, Lee Richard
Andover
Wells, Stephen Brent
Darien, Conn.

White, Benjamin Winthrop
Smithtown, L. I., N. Y.
Wickwire, Emerson McMillin
Sewickley, Pa.
Wilkinson, Dennis Eugene
Cohasset
Williams, Brooke Curtis
New Bern, N. C.
Willing, Peter
Edmonds, Wash.
Wishnatsky, Martin Saul
Wanamassa, N. J.
Works, George Wesley, III
Dallas, Tex.

Young, Rodney Wiley
St. Croix, Virgin Isles

Zukerman, Morris Edward
Vineland, N. J.

LOWER MIDDLERS

Askman, Jan Philip
South Hamilton
Avery, Rocco Finan
Eagle Pass, Tex.

Bass, Edward Perry
Fort Worth, Tex.
Bell, Richard Henry, Jr.
South Hadley
Bilheimer, John Morris
Little Rock, Ark.
Bingham, Timothy Woodbridge
Riverdale, N. Y.
Binns, James Hazlett, Jr.
Lancaster, Pa.
Borland, John Jay, Jr.
Lake Forest, Ill.
Born, John Robert
New York, N. Y.
Bourne, James Russell
New York, N. Y.
Bowen, David Vaughan
Woods Hole
Boxer, Daniel Ellis
Newburyport
Brainerd, Gordon Charles, Jr.
Billerica
Brown, James Kingsbury
Kalamazoo, Mich.
Bull, Graham Whittlesey
Hamden, Conn.
Burton, Robert Mason
Upper Montclair, N. J.
Bush, Prescott Sheldon, 3d
Greenwich, Conn.

Cahners, Andrew Philip
Brookline
Campbell, Colin McLeod
New York, N. Y.
Campion, Edward Winslow, II
Bronxville, N. Y.
Caron, Joel Fulton
Salem
Carpenter, Donald Boyd, Jr.
Norfolk, Va.
Carver, John Henry, Jr.
Andover
Casey, John Alexander
Port Edwards, Wis.
Caulkins, Horace James, Jr.
Darien, Conn.
Clapp, Richard Waldo
Lewiston, Me.
Coleman, William Scott
Easton, Pa.
Cooke, Christopher Creighton
Armonk, N. Y.
Cory, Robert Haskell, III
Englewood, N. J.

Damon, William Van Buren
Brockton
Davis, Leighton Ira, Jr.
Eau Gallie, Fla.
Davis, Stuart Hill
Jonesboro, Ga.
Despres, Charles Reynolds
Williamstown
Doherty, Paul Martin
Andover
Donegan, George Francis, Jr.
Andover
Donnell, Robert Phippen
Salem
Donnell, William Sebek
San Marino, Calif.
Dupcak, Joseph Daniel
Setauket, N. Y.

Eakland, Peter Burr
Rye, N. Y.
Eastman, Brian Grant
Reading
Edmonds, Norman John
Labrador, Newfoundland, Canada
Emery, Michael Selton
Falls Church, Va.

Emory, Hugh Mercer
Morristown, N. J.
Engvall, Donald Montgomery
Medford

Faggi, John Alexander Butler, Jr.
Wellesley
Farrar, Roger Preston
Winchester
Farrell, Dennis Michael
Ocean Springs, Miss.
Flory, Thomas Reherd
Boyce, Va.
Foster, John Burt, Jr.
Mankato, Minn.
Fuchs, John Robert
Lynn

Gardner, Edwin Sumner, Jr.
Nashville, Tenn.
Garvan, Francis Patrick
Salisbury, Conn.
Goodman, Douglas John
Lowell
Gordan, John Dozier, 3d
New York, N. Y.
Gould, Richard Nash
Atlanta, Ga.
Grant, Jeffrey Morton
Winchester
Greene, Michael Shaw
Greenwich, Conn.

Hall, Matthew Warren, V
Highland Park, Ill.
Hardy, Gordon Alfred, Jr.
New York, N. Y.
Harris, Thomas Everett, Jr.
Alexandria, Va.
Hartman, William Lawton
New York, N. Y.
Harwood, John Henry, II
Worcester
Hayes, John Edwin
Monterrey, N. L., Mexico
Heist, Jeremy William
Lansing, Mich.
Hekimian, Frank Vram, Jr.
Lawrence
Heyworth, Eric Little
New York, N. Y.
Hile, Norman Carter
Chatham, N. J.
Hines, John Fraser
Tampa, Fla.
Hoffman, Paul
St. Thomas, Virgin Isles
Hooker, Henry Garden
New York, N. Y.
Hootstein, Daniel David
Brookline
Howard, Sedgwick, Jr.
Greenwich, Conn.
Hunt, Larry Bonney
Auburn, Me.
Hunt, William Martin
St. Clair, Mich.

John, Wendell Eardlie
White Plains, N. Y.
Johnson, Peter Charles
Wenham

Kaiser, Michael Theodore
Honolulu, Hawaii
Kane, John Clarke, Jr.
Swampscott
Kane, William Allan
San Francisco, Calif.
Kelly, Kevin MacLachlan
San Francisco, Calif.
Kidder, John Tracy
Oyster Bay, N. Y.
Kloepfer, Dennis Michael
Azusa, Calif.
Kresch, Andrew Lee
Stamford, Conn.
Kurzon, Joel Foster
Uxbridge
Kusterer, Kenneth Carleton
Woodbridge, Conn.

Ladd, Timothy MacDonald
Lexington
Lakin, Charles Richard
Des Moines, Ia.
Langton, Stacy Guy
Salt Lake City, Ut.
Larkin, Charles Lewis, III
Middlebury, Conn.
Lee, John Marshall, Jr.
Arlington, Va.
Leonard, Richard William
Larchmont, N. Y.
Liles, Gerald Allen
Death Valley, Calif.
Long, Harry Hilton, Jr.
West Camp, N. Y.
Lower, Louis Gordon
Washington, D. C.
Lynch, Timothy Scott
Chappaqua, N. Y.

McChesney, Thomas Balmer
Sewickley, Pa.
McCormack, Winthrop Laflin
Greenwich, Conn.

MacFarlane, Donald Martin
Quebec, Canada
McGirt, Joseph Ward
Charlotte, N. C.
McGlothlin, William Christopher
Hickam AFB, Hawaii
McIlroy, Robert Stuart
Pittsburgh, Pa.
McKenzie, Jamieson Angus
Old Greenwich, Conn.
McLaughlin, Thomas Ortman
San Francisco, Calif.
MacLean, Babcock
New York, N. Y.
Macneale, Neil, III
Cincinnati, Ohio
Mahaffay, John Winslow
Benton Harbor, Mich.
Mandel, Matthew Bendett
San Francisco, Calif.
Martin, Charles Fontaine
Darien, Conn.
Marusi, Raymond Travis
Red Bank, N. J.
Marvin, Peter Frank
Woodmere, N. Y.
Mattern, Brock David
South Hamilton
Mayer, James William
Santa Fe, N. M.
Mayers, Arthur Nichols
Derry Village, N. H.
Meng, Paul Chih, Jr.
White Plains, N. Y.
Miller, Mordecai Fitz-Henry
Roxbury, Conn.
Mitchell, Quentin, Jr.
Denver, Colo.
Mitchell, Walter Louis, III
Glen Ridge, N. J.
Monette, Paul Landry
Andover
Morgan, Rhidian Morrow
Ridgefield, Wash.
Morrison, John Lewis
Gladwyne, Pa.
Morton, Joshua Dill
Loudonville, N. Y.
Mudge, Richard Ragsdale
Middlebury, Vt.
Muller, Peter Sielke
Riverside, Conn.
Myers, Clark Everett, Jr.
Cambridge, Mass.

Neill, Stanley Edward, Jr.
Winchester

Obst, Anthony Kurt
West Palm Beach, Fla.
Odden, John Hansen
Princeton, N. J.
O'Laughlin, John Jerome, III
Barrington, Ill.

Palmer, Frederick Howard
Cumberland Center, Me.
Paresky, Joseph Michael
Bennington, Vt.
Parsons, Allan Bruce
West Hartford, Conn.
Peirce, Jonathan Charles
Darien, Conn.
Persons, Walter Scott, III
Durham, N. C.
Pfaelzer, Michael Howard
Colorado Springs, Colo.
Phillips, Webster Belden
Upper Montclair, N. J.
Picó, Alberto José
Santurce, Puerto Rico
Pinney, James Charles
Sturgeon Bay, Wis.
Posner, David Leonard
Ludlow
Prahl, Nicholas Augustus
Harvard
Pugh, William Allen, Jr.
Charleston, W. Va.

Quinby, Edward Conant
Greenwich, Conn.

Raben, John Richard, Jr.
New York, N. Y.
Rapson, William Reed
Florissant, Mo.
Rice, Joseph Conrad
Louisa, Ky.
Ristuccia, John Michael
Andover
Ritvo, Roger Alan
Newton
Rockwood, David Lawrence
Carnegie, Pa.
Rogers, Arthur Verne, III
Scituate
Romano, James Vincent
Andover
Ross, John Munder
New York, N. Y.
Rostler, Jeffrey Paul
Lowell
Rugh, John Lawrence, II
Johnstown, Pa.
Ruskin, Paul Alan
Galveston, Tex.

Russell, James Brian
West Hartford, Conn.

Schaefer, Ernst John
Old Lyme, Conn.
Schaffhausen, Brian Scott
Metuchen, N. J.
Schulz, Peter Otto
Evanston, Ill.
Schwethelm, Harry Flato, Jr.
Quantico, Va.
Scott, Gregory Richard
Southport, Conn.
Scoville, Nicholas Zabriskie
McLean, Va.
Seaman, Alfred Barrett
Oyster Bay, L. I., N. Y.
Shane, Stephan Frederick
Beverly Hills, Calif.
Shaplin, Alfred Dows
Cambridge
Shen, Ty Shih-Weng
Great Neck, N. Y.
Slotnikoff, Joel Israel
Washington, D. C.
Smith, Greenleaf Haugaard
Newburyport
Smith, Prescott Arthur, Jr.
Concord
Smoyer, William Stanley
Princeton, N. J.
Soong, John Louis, Jr.
Hong Kong, B. B. C., China
Sorota, Philip John
Andover
Sorrie, Bruce Alexander
Andover
Stableford, Jonathan Angell
Easton, Pa.
Stephens, Frank Dwight, 3d
Charlotte, N. C.
Stevens, Dale Arthur
St. Petersburg, Fla.
Stevens, Robert Johnston
Andover
Stewart, Walter Winne
New York, N. Y.
Strang, Jonathan Peter
Camden, Me.
Sung, Bing
Forest Hills, N. Y.
Swartz, John Crosby
Gladwyne, Pa.
Swoope, Walter Moore, Jr.
Philipsburg, Pa.

Taylor, Allan Everett
Ballardvale
Templeton, David Blanchard
East Greenbush, N. Y.
Thomas, Walter Frederick, Jr.
West Orange, N. J.
Tidd, James Alfred
Georgetown
Torrington, Douglas Warren
Denver, Colo.
Trevor, Alexander Bruen
New York, N. Y.
Turk, Jonathan
Danbury, Conn.
Turner, Benner Creswill, Jr.
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Uihlein, Richard Ellis
Lake Bluff, Ill.
Underwood, James Christian
Portville, N. Y.
Urquhart, Robert Gordon, Jr.
Andover

Vaughan, Richard Longfellow
Groveland
Vincent, Gilbert Tapley
Norwell
Vipond, Jonathan, 3d
Waverly, Pa.

Wagner, Glover Beardsley
Bronxville, N. Y.
Way, Donald Alexander
Melrose
Wells, James Wright, Jr.
Jackson, Ohio
Wheeler, Gareth Laurence
Westport, Conn.
Whipple, John Whitin
North Grafton
White, Richard Conover
West Hartford, Conn.
Whithead, John Henry
Chatham, Va.
Wiley, Louis, Jr.
Greensboro, N. C.
Wilkinson, Stephen James
Cohasset
Wilkinson, William Thomas
Seaford, Del.
Wilmer, Henry Bond, Jr.
Charlotte, N. C.
Wood, Cooper Dungan
West Chester, Pa.
Wylie, Gilmour Adams
Durham, N. C.

Yamada, Tadataka
Tokyo, Japan

Young, John Pearce
Salt Lake City, Ut.

Zeman, William Frederick
Lincoln, Neb.

JUNIORS

Alexander, Duncan McIndoe
Big Rock, Ill.
Allis, Samuel Gummere
Andover
Almquist, Adrian Kavan
Valentine, Neb.
Alpert, Laurent
Great Neck, N. Y.
Axelrod, John Philip
Andover

Babcock, Arthur Edward
Columbus, Ohio
Barnes, Benjamin Ayer, Jr.
Belmont
Baston, Prescott Woodbury, Jr.
Marblehead
Bemis, John Gordon
Concord
Bixby, Jonathan Lee
Swampscott
Bonda, Craig Alan
Fair Lawn, N. J.
Booth, Timothy Morse
Lewiston, N. Y.
Brayton, Paul Flint
Little Compton, R. I.
Brodhead, Richard Halleck
Fairfield, Conn.
Brown, Alan Sanborn
Henniker, N. H.
Bryant, Anthony Gibbs
Nova Scotia, Canada
Burke, Edwin Marston, Jr.
Mendham, N. J.

Calderwood, Stephen Beaven
Andover
Carl, Peter William
Islip, N. Y.
Carr, John Carroll
Cincinnati, Ohio
Carter, William Henry
Laguna Beach, Calif.
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Minneapolis, Minn.
Chessman, Robert Osgood
Granville, Ohio
Clift, Daniel Kennedy
Andover
Cluff, Gregory Bruce
Needham
Cook, Alan Augustus, II
Neenah, Wis.
Cooper, Daniel Sheldon
Dover
Cornwell, David Lance
Paoli, Ind.
Cory, Thomas Ramsdell
Stamford, Conn.
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Norwell
Coughlan, William Carlisle, Jr.
Accra, Ghana, West Africa
Cowan, Douglas Fairman
Worcester
Craford, John Kent
Onawa, Ia.
Crane, Andrew Barry
Andover
Crowley, Francis Jerome
Scituate

Dabney, Stephen Francis
Fairfield, Conn.
deWolfe, Geoffrey Holden
Cleveland Heights, Ohio
Dimlich, David John
Andover
Di Rago, Joseph Vincent
Woburn
Donat, Jeffrey Richard
Fargo, N. D.
Downing, Conway Augustus
Newport News, Va.
Dudley, Donald Lee
North Reading

Eastland, Thomas Butler, 2d
Essex, Conn.
Eichleay, John William, Jr.
Pittsburgh, Pa.
Elias, Frederic John
Methuen
Everett, Warren Douglas
Wichita, Kan.

Fay, Fred Clifford, II
York, Pa.
Finlay, James Regan
Manchester
Foreman, Robert Born
Glencoe, Ill.
Franchot, Douglas Warner, III
Providence, R. I.
Francisco, Michael Cabell
Fort Bragg, N. C.

French, William Decker
Moline, Ill.
Frenzel, James Charles
Durham, N. C.
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Birmingham, Mich.
Fulton, Winthrop DeWolf
Providence, R. I.

Gage, John Stephen McEnery
East Hampton, L. I., N. Y.
Gallagher, Paul Killian
Armonk, N. Y.
Gang, David Lester
Huntington, W. Va.
Greene, Alexander Maury
Nokomis, Fla.
Guss, Jonathan Joseph Enman
St. John, N. B., Canada

Hannon, Richard Blakely
Cambridge
Harker, Steven Douglas
Hawarden, Ia.
Haviland, Peter Lawrence
Montclair, N. J.
Heard, John Owsley
Greenwich, Conn.
Hobson, Henry Wise, III
Cincinnati, Ohio
Howe, Richard Turner
Melrose
Huvelle, Jeffrey George
Litchfield, Conn.

Jessup, John Milburn
New York, N. Y.
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Andover
Johnston, Alan Cope
Kenilworth, Ill.

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Keppelman, Arthur Conrad, Jr.
Essex Fells, N. J.
Kessler, John Alexander, Jr.
Cambridge
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Pasadena, Calif.
Kispert, Robert Gordon
Dover

Lange, Bjorn Roland
Absecon, N. J.
Lee, Sidney Phillip, Jr.
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Lerner, Stephen Daedalus
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Lockhart, James Bicknell, III
Summit, N. J.
Logan, Timothy Van Dyck
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Loomis, Nathaniel Barton
Greenwich, Conn.

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Fort Lauderdale, Fla.
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Winchester
Mansfield, Douglas Kennard
Wellesley
Mayer, Christopher
Pittsburgh, Pa.
Mazel, Eugene Andrew Stephen
Andover
Meyer, Michael Broeker
Nahant
Miller, Gerald Elbridge, Jr.
Washington, D. C.
Miller, Jonathan Farrington
Roxbury, Conn.
Mitchell, John Olgierd
Stamford, Conn.
Mitchell, Ronald Paul
Omaha, Neb.
Moore, Bradford Elliott
Southboro
Morgan, John Canfield
New York, N. Y.
Mydans, Seth Anthony
New York, N. Y.

Nahill, Robert George
Lawrence
Nevius, Franklin Chalmers, Jr.
Red Bank, N. J.
Noon, Jonathan Douglas
Short Hills, N. J.

O'Keefe, Gregory, III
Old Greenwich, Conn.
Owen, Michael Latham
New York, N. Y.

Parker, Joseph Bright, Jr.
San Antonio, Tex.
Payne, Herbert Huntington
New York, N. Y.
Pei, Chien Chung
New York, N. Y.
Peterson, Tory Coulter
Old Lyme, Conn.

Pfeifle, Peter Trask
Kingfield, Me.
Phippen, Hardy, Jr.
Fairfield, Conn.

Raymond, Andrew North
Shreveport, La.
Roehrig, Matthew Grahame
Andover
Rooney, Ronald Harry
Garden City, Kan.
Roper, Christopher Barry
Hingham
Rose, Hal Stevens
Short Hills, N. J.
Ross, Kent Newberry
Rumson, N. J.
Rounds, Charles Elder, Jr.
South Hanover
Rubenstein, Alan Bendix
Waban

St. Clair, Charles Raymond, III
Andover
Sapienza, Anthony Richard
Andover
Scherer, Charles King
Delray Beach, Fla.
Seegal, John Franklin
Brookline
Semple, Nathaniel Meacon
Grosse Pointe, Mich.
Semple, William Tunstall, II
Grosse Pointe, Mich.
Shah, Vijay Kantilal
Bombay, India
Smith, Peter Plimpton
Burlington, Vt.
Spare, Stephen Vigneron
Canandaigua, N. Y.
Spurge, Warren Huntington, II
Osprey, Fla.
Swartz, Drew Tucker
Southampton, N. Y.

Thacher, Thomas Day, II
Riverdale, N. Y.
Thornton, Allen Harmon
Andover
Tonken, Neal Jeffrey
Roslyn, L. I., N. Y.
Torbert, James Randolph
Washington, D. C.
Trimble, Henry Weeks, III
Montclair, N. J.
Trumbull, Peter Freeman
Schenectady, N. Y.

Vermeil, Donald Edward
Peoria, Ill.

Walcott, William Stuart, IV
Middlebury, Conn.
Walker, David
Troy, N. Y.
Wallach, Eric Jean
New York, N. Y.
Wei, Robert
Bronxville, N. Y.
Weinberger, Melvin Alan
Chestnut Hill
Wiesner, Zachary Kurt
Watertown
Wiles, John Christopher
New London, Conn.
Wilson, Richard Sawyer
Westboro
Wofsey, Alan Ross
Stamford, Conn.
Wolf, Richard Anthony
New York, N. Y.
Wright, Jeffrey Glynne
Warsaw, N. Y.
Wylie, Bruce Lynde
Durham, N. C.

Youngquist, Peter Lowell
Kingston, Pa.

Zachwieja, Alan Andrew
Yosemite National Park, Calif.

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Preliminary Application for Phillips Academy, Andover, Mass.

1. Time of proposed entrance: September, 19

2. Class applied for: (CIRCLE ONE) JUNIOR (9TH GRADE) LOWER MIDDLE (10TH GRADE) UPPER MIDDLE (11TH GRADE) SENIOR (12TH GRADE)

3. Boy's name in full (FIRST) (MIDDLE) (LAST)

4. Date of birth 5. Age at last birthday

6. Name of parent or guardian

7. Permanent address

.....

8. Preferred mailing address

.....

9. Do you intend to apply for scholarship aid?

Signed (PARENT OR GUARDIAN)

Date

For further information, please consult the Catalogue under "Procedure in Applying." The required $10.00 application fee, payable to the Trustees of Phillips Academy, should accompany this form.

CATALOGUE

PHILLIPS ACADEMY

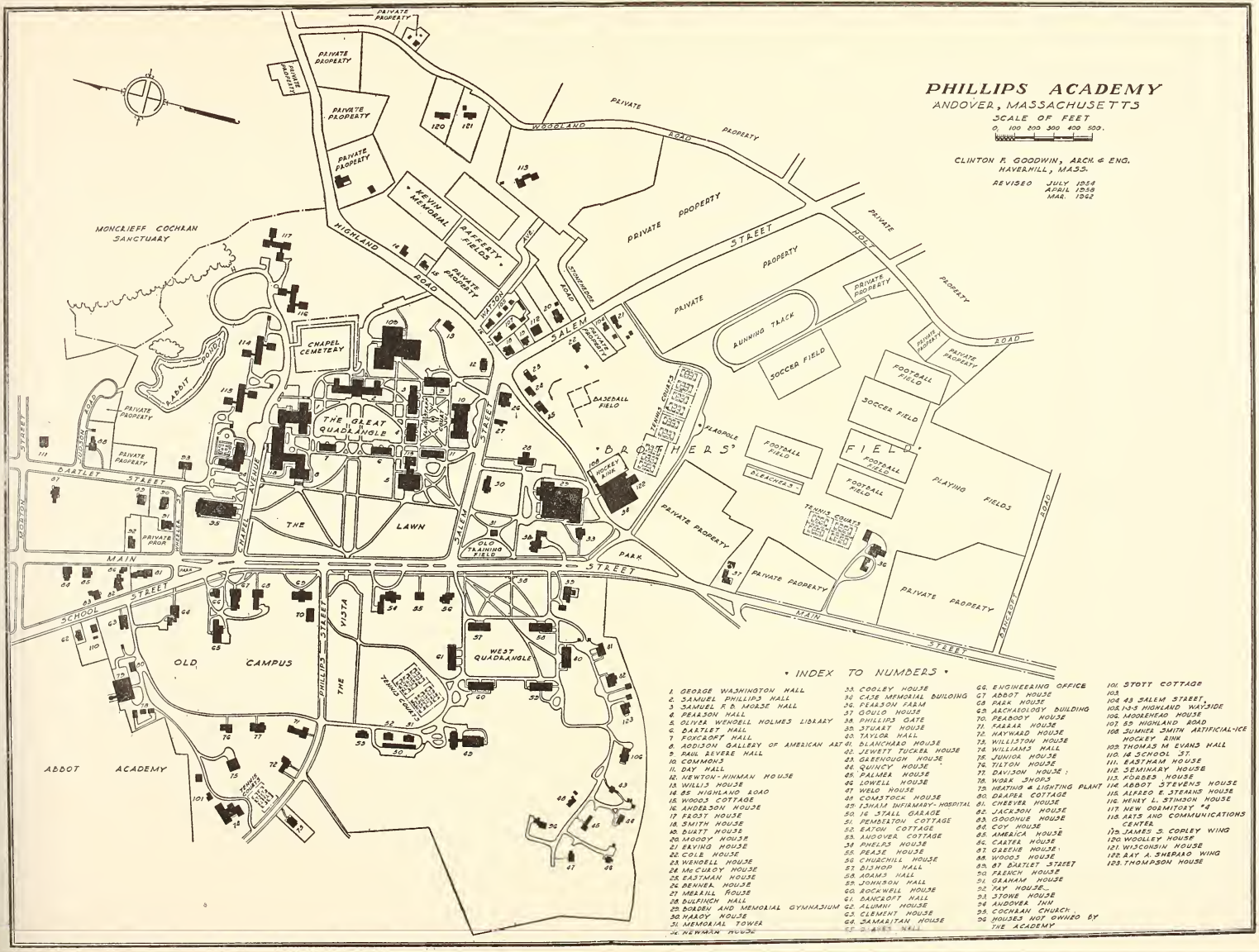
Andover, Massachusetts



1963

ONE HUNDRED EIGHTY-FIFTH YEAR

Published by Phillips Academy, Andover, Massachusetts



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14. 85 HIGHLAND ROAD
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18. SMITH HOUSE
19. BURT HOUSE
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67. ABBOT HOUSE
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70. PEABODY HOUSE
71. SARAH HOUSE
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73. WILLISTON HOUSE
74. WILLIAMS HALL
75. JUNIOR HOUSE
76. TILTON HOUSE
77. DAVISON HOUSE
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79. HEATING & LIGHTING PLANT
80. DRAPER COTTAGE
81. CHEEVER HOUSE
82. JACKSON HOUSE
83. GOODALE HOUSE
84. COY HOUSE
85. AMERICA HOUSE
86. CAETA HOUSE
87. GREENE HOUSE
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109. THOMAS M. EVANS HALL
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115. ALFRED E. STEARNS HOUSE
116. HENRY L. STIMSON HOUSE
117. NEW DORMITORY '58
118. ARTS AND COMMUNICATIONS CENTER
119. JAMES S. COPLEY WING
120. WOOLLEY HOUSE
121. WISCONSIN HOUSE
122. AMY A. SHERALD WING
123. THOMPSON HOUSE

CATALOGUE

PHILLIPS ACADEMY

Andover, Massachusetts



1963

ONE HUNDRED EIGHTY-FIFTH YEAR

Published by Phillips Academy, Andover, Massachusetts

1962

SEPTEMBER

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CALENDAR

SCHOOL YEAR 1962-1963

Fall term begins Monday, September 17, 1962
Mid-term Rating Wednesday, October 31
Long Thanksgiving weekend Wednesday-Sunday, November 21-25
Fall term ends Thursday, December 13

Christmas Recess—21 days

Winter term begins 8:00 p.m., Thursday, January 3, 1963
Mid-term Rating Saturday, February 2
Long weekend Friday-Sunday, February 8-10
Winter term ends Friday, March 15

Spring Recess—19 days

Spring term begins 8:00 p.m., Wednesday, April 3
Mid-term Rating Wednesday, May 1
Spring Prom weekend Friday-Sunday, May 10-12
Examinations end Thursday, June 6
Commencement Friday, June 7

Summer Session—1963

Summer session begins Wednesday, June 26
Summer session ends Thursday, August 8

SCHOOL YEAR—1963-1964

Fall term begins Monday, September 16, 1963
Fall term ends Thursday, December 19

Christmas Recess—19 days

Winter term begins 8:00 p.m., Tuesday, January 7, 1964
Winter term ends Friday, March 13

Spring Recess—19 days

Spring term begins 8:00 p.m., Wednesday, April 1
Examinations end Thursday, June 4
Commencement Friday, June 5

Summer Session—1964

Summer session begins Wednesday, June 24
Summer session ends Thursday, August 6

PURPOSE OF PHILLIPS ACADEMY

THE PURPOSE of Phillips Academy is to teach "the great end and real business of living." According to its Constitution, signed in 1778, "It is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others) is both weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind." Adapted to conditions of modern life, the aim of the Academy remains the same: so to intensify and broaden the capacities of its students that they may enter the larger world with a deepened sense of their responsibility to society.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students curiosity about things of the mind, to induce in them a desire to educate themselves. It fosters the development of discriminating judgment and independence of thought. It tries to cultivate the imagination and emotions of its boys.

By long tradition Andover believes in a type of education that makes boys resourceful and independent. Andover believes in the value of student representation from all parts of the country and of the world, and from all walks of life. To its boys it offers an intellectual and moral discipline, believing that friendly encouragement and sympathy are the best incentives to accomplishment.

Phillips Academy is a liberal, modern school with an ancient tradition. It values the benefits passed on to it by many generations. It has contributed directly to the development of thousands of men, and indirectly to numberless aspects of our national life. Thankful for its history, Andover focuses on the present and on the future. Training American boys for service and leadership requires a flexible spirit that will test and try the new while treasuring the riches from the past.

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips John Phillips, LL.D.

Samuel Phillips, Jr.

Constitution and deed of trust signed	April 21, 1778
School opened	April 30, 1778
Act of incorporation	October 4, 1780

HEADMASTERS

ELIPHALET PEARSON, LL.D.	1778–1786
EBENEZER PEMBERTON, LL.D.	1786–1793
MARK NEWMAN, A.M.	1794–1809
JOHN ADAMS, LL.D.	1810–1833
OSGOOD JOHNSON, A.M.	1833–1837
SAMUEL H. TAYLOR, LL.D.	1837–1871
FREDERIC W. TILTON, A.M.	1871–1873
CECIL F. P. BANCROFT, Ph.D., L.H.D., LL.D.	1873–1901
ALFRED E. STEARNS, Litt.D., L.H.D., LL.D.	1903–1933
CLAUDE M. FUESS, Ph.D., Litt.D., L.H.D., LL.D.	1933–1948
JOHN M. KEMPER, A.M., L.H.D., Litt.D.	1948–

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands and the sum of one thousand six hundred and fourteen pounds. Two years later, on October 4, 1780, the school was incorporated by the Act of Incorporation passed by the General Court of Massachusetts, signed by John Hancock.

The Constitution was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

> A serious consideration of the premises, and an observation of the growing neglect of *youth,* have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living.*
>
> The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.
>
> But above all, it is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others), is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.
>
> This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.

> And, in order to prevent the smallest perversion of true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

Phillips Academy was opened for instruction April 30, 1778, in a building which had earlier been used as a carpenter's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian, who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger schoolhouse was built. On November 5, 1789, George Washington, President of the United States, visited Andover and addressed the students assembled on the Old Training Field.

The fourth principal, John Adams, raised the repute of the school, increased the attendance, and enlarged the number of teachers. During his term as principal, the second schoolhouse was burned, on January 28, 1818, and a new brick Academy designed by the famous architect Charles Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, "The School-Boy," is still in use.

The modern period of the school's history was ushered in in 1873 with the election of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. Under Dr. Bancroft's administration, attendance increased from 262 to over 400 pupils and since then has never dropped below that figure.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns. The purchase in 1908 of the lands and buildings of the Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. In the late 1920's and in the 1930's the school took its present form under a building and landscaping program made possible by the generosity of Thomas Cochran, other alumni, and friends of the school.

Under the administration of Claude M. Fuess, Headmaster from 1933 to 1948, the faculty was greatly enlarged and strengthened.

the curriculum was revised, a number of buildings were added, and (in 1942) the Andover Summer Session began. In World War II, Andover men served in each of the services, and 143 gave their lives. During much of the war, Henry L. Stimson served as president of the Trustees as well as Secretary of War.

John M. Kemper was elected Headmaster in 1948. Since then, substantial advances have been made in three areas: curriculum, admissions policy, and the physical plant and resources.

The curriculum has been revised to provide increased flexibility. In 1952-1953, under Andover leadership and with a grant from the Ford Foundation, the important study, *General Education in School and College,* was completed. It has since led many institutions to encourage advanced standing in college and has resulted in the introduction into the Andover curriculum of new, advanced, college-level courses. In 1955, in response to the national teacher shortage, the school inaugurated the Andover Teaching Fellow Program to recruit and train young men for teaching.

Concerning admissions, the decision was made in the late fifties to admit each year the best 250 candidates regardless of their ability to pay tuition. The effect of this decision has been to broaden still further the school's basic policy that, in the words of its Constitution, it "shall be ever equally open to youth of requisite qualifications from every quarter."

In the third area, physical plant and resources, several changes are notable. The endowment has grown from eleven to twenty-four million dollars. Meantime the enrollment has increased from 725 to 830, and current plans envisage a gradual continuing growth to approximately 850 boys.

During the years 1959-61 The Andover Program, a major capital gift drive carried out by alumni and parents, succeeded in raising $6,750,000 for new facilities. With these funds the Academy has built four new dormitories, a new science building, an Arts and Communications Center with extensive audio-visual equipment and increased studio space, an enlargement of the auditorium stage and an experimental drama lab, a wing on the library, several new athletic fields, a roof for the hockey rink, and other athletic facilities; and existing buildings have been remodeled for more classrooms and for student and faculty housing. Practically all of these new facilities were completed and in use by the opening of the school year in 1962.

TRUSTEES

HENRY WISE HOBSON '10, D.D., LL.D., *President* — Cincinnati, Ohio
Elected 1937, President since 1947

JOHN MASON KEMPER, A.M., L.H.D., LITT.D., LL.D., *Clerk* — Andover
Elected 1948

ROBERT MERRIMAN KIMBALL '29, S.B., *Treasurer* — Andover
Elected 1952

JAMES PHINNEY BAXTER, III '10, PH.D., LITT.D., L.H.D., D.SC., LL.D.
Elected 1942 — Williamstown

JOHN PETERS STEVENS, JR. '15, A.B. — Plainfield, N. J.
Elected 1948

CHARLES STAFFORD GAGE '21, A.M. — New Haven, Conn.
Elected 1952

BROMWELL AULT '18, S.B. — New York, N. Y.
Elected 1953

FREDERICK GOODRICH CRANE '15, A.B. — Dalton
Elected 1957

DONALD HOLMAN McLEAN, JR. '28, LL.B. — Summit, N. J.
Elected 1958

JOHN USHER MONRO '30, A.B. — Winchester
Elected 1958

THOMAS LEE PERKINS '24, L.B. — Rye, N. Y.
Elected 1959

ROBERT LIVINGSTON IRELAND III '38, A.B. — New York, N. Y.
Elected 1960

BENJAMIN ALLEN ROWLAND '28, M.B.A. — Andover
Elected 1960

ALUMNI TRUSTEES

STEPHEN YOUNG HORD '17, A.B. — Chicago, Ill.
Elected 1960 for three years

THOMAS THACHER '34, LL.B. — New York, N. Y.
Elected 1961 for three years

JOHN HARVARD CASTLE, JR. '34, A.B. — Rochester, N. Y.
Elected 1962 for three years

ROBERT ADAMSON MALS, '27, S.B. — Phoenixville, Pa.
Ex Officio for one year as President of the Alumni Association

TRUSTEES EMERITI

PHILIP LORING REED '02 — Dedham
1933-1958

FRANCIS ABBOT GOODHUE '02, A.B. — Hewlett, L. I., N. Y.
1935-1958

CHAUNCEY BREWSTER GARVER '04, LL.B. — New York, N. Y.
1947-1960

SUMNER SMITH '08, A.B. — Lincoln
1956-1960

FACULTY

JOHN MASON KEMPER, A.M., L.H.D., LITT.D., LL.D.
Headmaster — Elected 1948

CLAUDE MOORE FUESS, PhD., Litt.D., L.H.D., LL.D. — Chestnut Hill
Headmaster, Emeritus — 1908-1948

GEORGE FRANKLIN FRENCH, A.M. — Andover
Instructor in French, Emeritus — 1907-1944

LESTER EDWARD LYNDE, A.M. — Andover
Dean, Emeritus — 1901-1944

OSWALD TOWER, A.B. — Andover
Dean and Instructor in Mathematics, Emeritus — 1910-1949

ALICE THACHER WHITNEY — Andover
Recorder, Emeritus — 1902-1950

LESTER CHARLES NEWTON, A.M. — Andover
Instructor in French and German, Emeritus — 1918-1952

HENRY PRESTON KELLEY, A.M. — Pepperell
Instructor in Spanish, Emeritus — 1918-28, 1935-52

MONTVILLE ELLSWORTH PECK — North Bridgton, Me.
Instructor in Physical Education, Emeritus — 1916-1955

GUY JOHNSON FORBUSH, A.B. — Andover
Instructor in French, Emeritus — 1917-1920, 1924-1955

FRANK MAY BENTON, A.B. — Rome, Italy
Instructor in Latin, Emeritus — 1918-1958

ARTHUR BURR DARLING, Ph.D. — Washington, D. C.
Instructor in History, Emeritus — 1917-1918, 1933-1958

DOUGLAS MANSOR DUNBAR, A.M. — Andover
Instructor in Mathematics, German, and Bible, Emeritus — 1942-1958

M. LAWRENCE SHIELDS, A.B. — Marblehead
Instructor in Biology and Secretary of the Academy, Emeritus — 1923-1960

ROSCOE EDWIN EVERETT DAKE, S.B. — 1921-1961
Instructor in Chemistry, Emeritus

JOHN KINGSBURY COLBY, A.M. — 1940-1962
Instructor in Latin, Emeritus

MILES STURDIVANT MALONE, Ph.D. — 1937-1962
Instructor in History, Emeritus

JOHN SEDGWICK BARSS, A.M. — Appointed 1923
Instructor in Physics on the Independence Foundation Teaching Endowment
Chairman of the Physics Department

ALAN ROGERS BLACKMER, A.M., L.H.D. — 1925
Dean of the Faculty
Acting Headmaster (Fall Term)

KENNETH SMITH MINARD, A.M. — 1928
Instructor in History

GEORGE KNIGHT SANBORN, S.B. — 1928
Instructor in Biology on the Ammi Wright Lancashire Foundation
Warden of the Moncrieff Cochran Sanctuary

EMORY SHELBY BASFORD, A.B. 1929
Instructor in English on the Alfred Laurence Ripley Foundation
Chairman of the English Department

ALFRED GRAHAM BALDWIN, D.D. 1930
Instructor in Religion and Social Problems on the Martha Cochran Foundation
School Minister
Chairman of the Religion Department

ROBERT EDWARD MAYNARD, S.B. 1931
Instructor in Mathematics on the Johnathan French Foundation

LEONARD FRANK JAMES, A.M. 1932
Instructor in History on the Cecil F. P. Bancroft Foundation
Chairman of the History Department

GEORGE GRENVILLE BENEDICT, A.M. 1930-1932, 1933
Dean of Students

DOUGLAS SWAIN BYERS, A.M. 1933
Instructor in Anthropology
Chairman of the Archaeology Department

BARTLETT HARDING HAYES, JR., A.B. 1933
Instructor in Art
Chairman of the Art Department

ROGER WOLCOTT HIGGINS, A.M. 1933
Instructor in English

JAMES RUTHVEN ADRIANCE, A.B. 1934
Assistant to the Headmaster
Acting Executive Director of the Alumni Fund

ALSTON HURD CHASE, Ph.D. 1934
Instructor in Greek and Latin on the Samuel Harvey Taylor Foundation
Chairman of the Classics Department

NORWOOD PENROSE HALLOWELL, JR., A.B. 1934
Instructor in English

FRANK FREDERICK DICLEMENTE, S.B. 1935
Instructor in Physical Education

JAMES HOOPER GREW, D. ès L. 1935
Instructor in French on the Elizabeth Milbank Anderson Foundation
Chairman of the French Department

FREDERICK SCOULLER ALLIS, JR., A.M. 1936
Instructor in History
Director of Financial Aid

CHESTER ARCHIBALD COCHRAN, A.M. 1936
Instructor in French

FREDERICK JOHNSON, S.B. 1936
Instructor in Archaeology

STEPHEN STANLEY SOROTA, S.B. 1936
Instructor in Physical Education

STEPHEN WHITNEY, A.M. 1936
Instructor in French

FLOYD THURSTON HUMPHRIES, A.B. 1937
Instructor in French on the Independence Foundation Teaching Endowment

HART DAY LEAVITT, A.B. 1937
Instructor in English

William Hayes Brown, A.M. 1938
Instructor in English

Richard Sawyer Pieters, A.M. 1938
Instructor in Mathematics on the Alfred Ernest Stearns Foundation
Chairman of the Mathematics Department

Robert Whittemore Sides, A.B. 1938
Instructor in Mathematics
Director of Admissions

John Bromham Hawes, Ed.M. 1933-1936, 1939
Instructor in English

Harper Follansbee, Ed.M. 1940
Instructor in Biology
Chairman of the Biology Department

Walter Gierasch, A.B. 1941
Instructor in English

Dudley Fitts, A.B. 1941
Instructor in English on the Emilie Belden Cochran Foundation

*Francis Bertrand McCarthy, A.B. 1941
Instructor in English

Elbert Cook Weaver, A.M. 1943
Instructor is Chemistry on the George Peabody Foundation
Chairman of the Chemistry Department

Cornelius Gordon Schuyler Banta, S.B. 1944
Instructor in Mathematics

Joseph Rittenhouse Weir Dodge, A.M. 1944
Instructor in English

Alexander Dunnett Gibson, A.M. 1944
Instructor in French

Frederick Almond Peterson, A.M. 1946
Instructor in English

Allan George Gillingham, Ph.D. 1947
Instructor in Latin and Greek on the John Charles Phillips Foundation

Peter Quackenbush McKee, Ed.M. 1947
Instructor in Physics, Scheduling Officer

Donald Emery Merriam, A.M. 1947
Instructor in Spanish
Chairman of the Spanish Department

Gordon Gilmore Bensley, A.B. 1949
Instructor in Art

John Richard Lux, M.S.Ed. 1949
Instructor in Mathematics

William Louis Schneider, Mus.Ed.B. 1949
Instructor in Music

William Russell Bennett, Jr., A.B. 1950
Assistant Dean of Students

William John Buehner, A.M. 1950
Instructor in Latin

* On leave of absence.

SIMEON HYDE, JR., A.M. 1950
Instructor in English

REAGH CLINTON WETMORE, M.P.E. 1950
Instructor in Chemistry

HENRY WARING SCHERESCHEWSKY, A.B. 1951
Comptroller

FREDERIC ANNESS SCOTT, A.B. 1951
Director of Development
Alumni Secretary

PHILIP BROWNLIE WELD, M.S. 1951
Instructor in Chemistry and Physics

WILLIAM FRANKLIN GRAHAM, S.B. 1952
Instructor in Mathematics
Excusing Officer

FRED HAROLD HARRISON, A.M. 1952
Instructor in History and Physical Education
Chairman of the Athletic Department

JOHN CLAIBORNE MCCLEMENT, Ed.M. 1952
Instructor in Mathematics

JOSHUA LEWIS MINER, III, A.B. 1952
Instructor in Science and Physical Education
Admissions Officer

JAMES HAROLD COUCH, A.M. 1953
Instructor in Spanish

*SHERMAN FREDERICK DRAKE, Ed.M. 1953
Instructor in Mathematics and Navigation

EDMOND EMERSON HAMMOND, JR., Sc.M. 1953
Instructor in Mathematics, Physics, and Chemistry

LOUIS JOHN HOITSMA, JR., Ed.M. 1953
Instructor in Mathematics

ROBERT PENNIMAN HULBURD, A.M. 1953
Instructor in German
Director of the Summer Session
Chairman of the German Department

DALTON HUNTER MCBEE, A.B. 1953
Instructor in English

DONALD MILLER CLARK, M.D. 1954
Medical Director

ALBERT KARL ROEHRIG, Ed.M. 1954
School Psychologist

ROBERT EDWIN LANE, A.M. 1955
Instructor in Latin and Russian
Director of the Bureau of Self-Help

THOMAS MICHAEL MIKULA, A.M. 1955
Instructor in Mathematics

HAROLD HOLMES OWEN, JR., A.M. 1955
Instructor in English

THOMAS JOSEPH REGAN, A.M. 1955
Instructor in English

* On leave of absence.

William Biggs Clift, Jr., B.M.Ed. 1956
Instructor in Music
Chairman of the Music Department

Frank McCord Eccles, A.M. 1956
Instructor in Mathematics

Richard Valentine Healy, P.E. 1956
Director of Physical Plant

John Ward Kimball, A.B. 1956
Instructor in Biology

David Melville Pynchon, A.B. 1956
Instructor in English

Harrison Schuyler Royce, Jr., M.I.A. 1956
Instructor in History

Gerald Shertzer, M.F.A. 1957
Instructor in Art

John Frank Bronk 1958
Instructor in Physical Education and Physiotherapist

George William Best, S.B. 1958
Instructor in Mathematics

Clement Morell, A.M. 1958
Instructor in Mathematics

Frederick Arnold Pease, Jr., B.D. 1958
Instructor in Religion

Philip Mason DuBois, Ph.D. 1959
Instructor in Physics

John Richards, II, M.A.T. 1959
Instructor in History

William Abbot Munroe, A.B. 1960
Bursar

James Allyn Bradford, B.D. 1960
Instructor in Religion

Gilbert Burnett, Jr., A.B. 1960
Instructor in Biology and Science

John Patten Chivers, A.M. 1960
Instructor in German

Carl Edward Krumpe, Jr., A.M. 1960
Instructor in Classics

William Lawrence Markey, A.M. 1954-1957, 1960
Instructor in French

Thomas Rees, Ph.D. 1960
Instructor in Chemistry

Douglas Moulton Schumann, S.B. 1960
Instructor in Science and Physical Education

Frank DeWitt Thornton, B.M.Ed. 1960
Instructor in Music

John William Ambrose, Jr., Ph.D. 1961
Instructor in Classics

Eric Crull Baade, Ph.D. 1961
Instructor in Classics

GEORGE HOWARD EDMONDS, Ed.M. 1961
Instructor in English

EDWARD MOSELEY HARRIS, S.B. 1961
Instructor in Spanish

GUY D'OYLY HUGHES, A.M. 1961
Instructor in English

HUGH ANDREWS MADDEN, A.B. 1961
Instructor in Classics

CRAYTON WARD BEDFORD, A.B. 1962
Instructor in Mathematics

PAUL YVES COLLE, A.M. 1962
Instructor in French

ALFRED JAMES COULTHARD, S.B. 1962
Instructor in Physical Education

WAYNE ANDREW FREDERICK, Ph.M. 1962
Instructor in History

JOSEPH MARVIN RANDOLPH, A.M. 1962
Instructor in French

CHARLES WALDO SMITH, A.B. 1962
Assistant Director of Development

ALANSON PERLEY STEVENS, III 1962
Instructor in German and Russian

JOHN BARLOW REID, JR., S.B. 1962
Teaching Fellow in Science

PETER WARREN SIPPLE, A.B. 1962
Teaching Fellow in English

CHRISTOPHER WADSWORTH, A.B. 1962
Teaching Fellow in History

ADMINISTRATIVE DEPARTMENTS

Correspondence with administrative officers should be addressed to them at George Washington Hall. Office hours: week days, 9:00 a.m. to 12:00 and (except Saturday) 2:00 p.m. to 5:00 p.m. Offices are closed on Saturday during the summer. Appointments should be made in advance, if possible. For information, call or see Miss Meredith Thiras, Receptionist (telephone GReenleaf 5-3400), during office hours.

HEADMASTER'S OFFICE

John Mason Kemper, L.H.D., Litt.D., LL.D., *Headmaster*
Mrs. Amy R. Robinson, *Secretary to the Headmaster*

ADMISSIONS OFFICE

Robert Whittemore Sides, A.B., *Director of Admissions*
Joshua Lewis Miner, III, A.B., *Admissions Officer*
Harper Follansbee, Robert Penniman Hulburd, Dalton Hunter McBee, John Richards, II, Albert Karl Roehrig, Stephen Whitney, *Interviewing Officers*
Mrs. Vivian A. O'Donnell, *Secretary to the Director of Admissions*

OFFICE OF THE DEAN OF THE FACULTY

Alan Rogers Blackmer, A.M., L.H.D., *Dean of the Faculty*

OFFICE OF THE DEAN OF STUDENTS

George Grenville Benedict, A.M., *Dean of Students*
William Russell Bennett, Jr., A.B., *Assistant Dean of Students*
William Franklin Graham, S.B., *Excusing Officer*
Peter Quackenbush McKee, Ed.M., *Scheduling Officer*
Eleanor E. Tobey, *Recorder*
Mary Elise Waddington, *Secretary to the Dean of Students*

FINANCIAL AID OFFICE

Frederick Scouller Allis, Jr., A.M., *Director of Financial Aid*

BUREAU OF SELF-HELP

Robert Edwin Lane, A.M., *Director of the Bureau of Self-Help*

TREASURER'S OFFICE

Henry Waring Schereschewsky, A.B., *Comptroller*
William Abbot Munroe, A.B., *Bursar*
Richard Valentine Healy, P.E., *Director of Physical Plant*
Marion E. Hill, *Assistant Bursar*
Mrs. Ann L. Hyde, *Executive Secretary*
Evelyn H. Gordon, *Director of Student Accounts*

OFFICE OF THE ASSISTANT TO THE HEADMASTER

James Ruthven Adriance, A.B., *Assistant to the Headmaster and Acting Executive Director of the Alumni Fund*
Mrs. Ruth A. White, *Secretary to the Assistant to the Headmaster*

ALUMNI AND DEVELOPMENT OFFICE

Frederic Anness Stott, A.B., *Alumni Secretary and Director of Development*
Charles Waldo Smith, A.B., *Assistant Director of Development*
Mrs. Betty Peterson, *Office Manager*
Mrs. Ruth P. Ellison, *Secretary to the Director of Development*

DEPARTMENT OF HEALTH

Donald Miller Clark, M.D., *Medical Director*
Michael Angelo Gravallese, M.D., *Associate School Physician*
Nicholas D. Rizzo, M.D., *Consulting Psychiatrist*
Albert Karl Roehrig, *A.B., Psychologist*
Mrs. Vera B. Westover, *Administrator*

Local Consultants

George V. West, M.D., *Radiologist*
Robert J. Joplin, M.D., *Orthopedist*
John Paul Holihan, M.D., *Anesthesiologist*
Milton D. Howard, M.D., *Pathologist*
Douglas Malcolm Dunbar, D.D.S., *Senior Dentist*
Herman DeWilde, M.D., D.M.D., *Associate Dentist*
C. Paul Bonin, D.M.D., *Orthodontist*
John F. Murphy, B.A., *Speech Therapist*

OLIVER WENDELL HOLMES LIBRARY

Elizabeth Eades, A.B., S.B., *Director of the Library*
Mrs. Dorothy B. Bloom, S.B., *Cataloguer*
Barbara McDonnell, A.B., S.B., *Reference Librarian*
Mrs. Margaret B. Towne, *Assistant in the Library*
Gay Kimball, S.B., *Assistant in the Library*

ADDISON GALLERY OF AMERICAN ART

Bartlett H. Hayes, Jr., *Director*
Antoinette Thiras, *Secretary and Registrar*

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

Douglas S. Byers, A.M., *Director*
Frederick Johnson, S.B., *Curator*
Alfred V. Kidder, Ph.D., *Research Associate in Southwestern Archaeology*
Richard S. Macneish, Ph.D., *Research Associate*

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

Fred Harold Harrison, A.M., *Director of Physical Education and Athletics*
John Frank Bronk, *Instructor in Physical Education and Physio-Therapist*
Frank Frederick DiClemente, S.B., *Instructor in Physical Education*
Douglas Moulton Schumann, S.B., *Instructor in Physical Education*
Stephen Stanley Sorota, S.B., *Instructor in Physical Education*
Alfred James Coulthard, S.B., *Instructor in Physical Education*
Joshua Lewis Miner, III, A.B., *Instructor in Physical Education*

DEPARTMENT OF MUSIC

Wm. B. Clift, Jr., Mus.Ed.B., *Chairman and Instructor in Brass Instruments*
Lorene Banta, Ph.D., *Instructor in Organ*
Gerard Charles Bellanti, *Instructor in Accordian*
Carl E. Bochman, Mus.Ed.B., *Instructor in Drums*
George E. McKinley, B.M., *Instructor in Voice*
Albion Metcalf, *Instructor in Piano*
Roland Moore, *Instructor in Bass Viol and Classical Guitar*
William Louis Schneider, Mus.Ed.B., *Instructor in Stringed Instruments*
Frank DeWitt Thornton, Mus.Ed.B., *Instructor in Woodwind Instruments*

SUMMER SESSION

Harold Holmes Owen, Jr., A.M., *Director*
Agnes C. Clark, *Secretary*

MONCRIEFF COCHRAN SANCTUARY

George Knight Sanborn, S.B., *Warden*

AUDIO-VISUAL CENTER

Gordon G. Bensley, A.B., *Director*
Wilfred Freeman, *Consultant*
Lillian S. Hobausz, *Coordinator*
Aloysius Hobausz, Puskás T. Inst. of Tele-Communication (Budapest), *Audio Technician*

CHAIRMEN OF ACADEMIC DEPARTMENTS

Archaeology	Douglas Swain Byers, A.M.
Art	Bartlett Harding Hayes, Jr., A.B.
Athletics	Fred Harold Harrison, A.M.
Biology	Harper Follansbee, Ed.M.
Chemistry	Elbert Cook Weaver, A.M.
Classics	Alston Hurd Chase, Ph.D.
English	Emory Shelby Basford, A.B.
French	James Hooper Grew, D. ê L.
German	Robert Penniman Hulburd, A.M.
History	Leonard Frank James, A.M.
Mathematics	Richard Sawyer Pieters, A.M.
Music	William Biggs Clift, Jr., Mus.Ed.B.
Physics	John Sedwick Barss, A.M.
Religion	Alfred Graham Baldwin, D.D.
Spanish	Donald Emery Merriam, A.M.

GENERAL INFORMATION

ANDOVER STUDENTS, for the most part, live together by classes in the Academy dormitories and houses. Each building is under the supervision of the resident faculty housemaster. All boys eat in their own class dining rooms in the Commons.

Juniors live in Williams Hall and Rockwell House, of in neighboring houses and cottages. Williams Hall, with its annexes, Junior House and Stott Cottage, has rooms and recreation facilities for fifty-four Juniors, who occupy single or double rooms. Rockwell House has single rooms and recreation facilities for forty-two Juniors. Juniors are subject to the special regulations and the particularly close supervision found helpful to boys of this age in making a successful transition from home to boarding school life. Carefully selected Senior proctors play an important part in the activities of the various Junior units.

Lower Middlers live in four of the double-entry brick dormitories and in a number of smaller houses and cottages, where they receive careful guidance but also enjoy a degree of independence suited to their increased maturity. Senior proctors are in residence in most of the Lower Middle units.

Upper Middlers and Seniors, having learned to profit from relatively great independence and freedom, are housed, with a few exceptions, in large brick dormitories by classes, where they are permitted considerable latitude in the exercise of their daily affairs. In the four newest dormitories, the resident groups are made up of an approximately equal number of Upper Middlers and Seniors, who live in the same dormitory for their last two years.

FACULTY COUNSELORS (HOUSEMASTERS)

Each Andover student is under the direct charge of a Faculty Counselor, who, for boarding students, is his housemaster. He knows the background, the character, and the standing of each of his boys and acts as his advisor in all that concerns his welfare and his happiness. The Counselor is usually the member of the Faculty most intimately in touch with the student and his parents. From time to time, he will write the parents to keep them informed of their son's progress. Parents should feel free to write their son's

counselor if they have any reason for concern about their boy's progress. They are encouraged to report to the counselor any facts that may affect the boy's work or behavior.

RELIGION

Phillips Academy is an inter-denominational school whose origin and traditions rest firmly upon a Christian faith and system of values.

Chapel services are an essential part of the Phillips Academy program and are conducted by the Headmaster, the School Ministers, students, and members of the faculty. Among the visiting speakers are leaders of many denominations. A number of college chaplains are invited to speak each year.

Attendance at chapel services is required, although on Sundays boys may choose to attend services at other Protestant or Roman Catholic churches in Andover. Arrangements have been made by which students of Jewish faith may attend their own services at the Academy or occasionally at a synagogue in a nearby community.

This arrangement emphasizes two sets of values: a close connection of each boy with his own denomination, and a program of worship within the life of the school built upon the common elements of our religious heritage.

In a school composed of students from diverse backgrounds, it is not possible fully to satisfy all the special requirements of different sects and denominations. Therefore no boy should apply for admission to the Academy who feels that the ritualistic practices of his own faith must be literally followed in all circumstances.

In daily chapel the effort is to develop a service that strengthens the best aspirations and insights of students, while denying to no one the right to hold fast his own faith. The school tries to develop devotion to God and reliance upon faith as a source of inspiration and strength, to confirm a boy's support of the highest values that our civilation has nurtured, and to increase his respect for and understanding of the beliefs of others.

Those who enjoy minority religious status as well as those who enjoy majority status are expected to work with equal eagerness toward the goals by means of which Phillips Academy endeavers to achieve harmony and unity in diversity.

CULTURAL OPPORTUNITIES

Andover has always demanded a high standard of accomplishment in the prescribed course of study. At the same time, the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary, the boys are given a chance to interest themselves in subjects which may in later life become delightful hobbies or even major pursuits and professions.

A number of distinquished men and women are invited to the Academy each year as lecturers and guest artists. During 1961-62, Dr. James Phinney Baxter III, of the Council of Foreign Relations delivered the Stearns Lecture; Professor C. Vann Woodward, of Yale University, visited the school as Hosch Lecturer; and Professor Robert G. Albion of Harvard University came to the Academy as the fourth Lana Lobell Fellow. They addressed the school assembly in George Washington Hall, visited classes, and conducted informal conferences with students and faculty. Among other distinguished guests who addressed the school on the Wednesday assembly program were: Dr. Richard S. MacNeish, Senior Archaeologist of the National Museum of Canada; Mr. B. Alden Thresher of the Massachusetts Institute of Technology; and Dr. Laurence Wylie, C. Douglas Dillon Professor of the Civilization of France, Harvard University.

Among the guest artists to appear in George Washington Hall were Rosalind Elias, Metropolitan Opera Soprano; the Iglesias Spanish Ballet; Jerome Kilty and Cavada Humphrey in the dramatic performance *Dear Liar*. The thirty-fourth Sawyer Concert was given by Pierrette Alarie, coloratura soprano.

THE OLIVER WENDELL HOLMES LIBRARY

The Oliver Wendell Holmes Library (1929) was given by William Cochran, class of 1895; Moncrieff M. Cochran, class of 1900; and Louise Cochran Savage. It was named in honor of the poet and physician, a member of the class of 1825.

The early library of Phillips Academy numbered but a few volumes. Some of these are preserved in a separate collection as the Library of 1819, composed for the most part of Latin texts, lexicons, editions of the classics, orations, and sermons. There are over 80,000 volumes today, carefully distributed among the humanities and sciences, catalogued according to the Dewey system with cards from the Library of Congress, and superbly housed in a Georgian building equipped with stacks, work-rooms, studies, an exhibit hall, reference and reading rooms.

The Copley Wing, gift of James S. Copley, P.A., 1935, designed to seat 125 at small tables and carrels, is used as an American History Reserve Book Room. Typing facilities are provided.

Particular treasures of the Library are an original elephant folio of Audubon's *Birds of America* and contemporary accounts of John Paul Jones, given by Thomas Cochran of the class of 1890; papers and books of the poet, Oliver Wendell Holmes, for whom the Library is named; part of the library of Guy Lowell, architect of many of the Academy's buildings; a notable collection of 259 volumes on English Public Schools; the Mercer Collection on sports; publications by graduates and memorabilia of the Academy; classics given in memory of Allen R. Benner; O.S.S. Maps presented by General Donovan; Early Americana given by Nelson S. Taylor, of the class of 1900; an historical map of the Academy by Stuart Travis, in the Freeman Room. Rare Vergiliana, gathered by Charles H. Forbes, and a handsomely bound collection of French literature, selected by Charles A. Parmelee, are kept in separate rooms open to all who may be interested.

THE ADDISON GALLERY OF AMERICAN ART

The Addison Gallery of American Art (1930) was established in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a small fund for additional purchases.

It is the aim of the Addison Gallery to serve as a cultural center for Phillips Academy students and outside visitors. To this end,

frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and offers educational opportunities to schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including nearly two thousand items, is recognized as one of the outstanding specialized collections in the country. Allston, Copley, Morse, Stuart, West, and others represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are examples by Cole, Doughty, Eakins, Homer, Inness, LaFarge, Ryder, Twachtman, and Whistler. The early part of the present century is shown in the work of such men as Bellows, Davies, Demuth, Hassam, Hopper, Luks, Marin, Prendergast, and Sloan. Recent acquisitions of contemporary paintings, sculpture, prints, drawings and photographs complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a collection of 18th Century American silver, that of the James B. Neale bequest, received in 1946, selections of furniture, glass, and textiles of the Colonial period are on permanent exhibition. Work by Calder, Lippold, Moholy-Nagy, Hofmann, Marin, O'Keeffe, Pollock, Shahn, and Wyeth is included in this latter group.

Among recent publications of the Addison Gallery are three books: "Layman's Guide to Modern Art," 1949-54; "The Naked Truth and Personal Vision," 1955, and "The American Line," 1959, all based upon special exhibits arranged in connection with the Upper Middle course in Art. All are simply written, and intended for adult as well as for student readers.

An Art Film Library of some three dozen titles was established in 1954 to serve schools and colleges in New England, as well as the Academy community.

THE ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, class of 1857, provides a fund for the maintenance of research in archaeology and for the museum, which was opened in 1903. The Foundation has carried on extensive archaeological research in the southeastern states and the Southwest and is continuing such work in New England and the Maritime Provinces.

In the exhibition halls there are to be seen collections from many of the principal Indian archaeological cultures. A decorative map of North America by the late Stuart Travis, concerned with the main culture areas of the continent, is mounted on the stairway. A model of a former Andover Indian village and a model of a portian of the pueblo of Pecos in New Mexico are also on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The Foundation has an extensive publication list, which is available at the museum office.

THE MONCRIEFF COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is a sixty-five-acre tract of rare beauty and of great educational value, located so close to the center of school activity that it is in fact an extension of the campus. Landscaped areas planted with dogwood, azalea, rhododendron and laurel provide a succession of bloom that draws many visitors from late April to mid-June. A brook and two ponds attract nesting ducks and geese, and extensive natural wild areas, varied in terrain and plant life, draw many species of small land birds and provide nesting places for grouse and pheasant. Other areas are set aside for student projects such as demonstration of bird feeders; experimental plantings for attracting birds; soil studies; and raising and liberating ducks, quail, and pheasants. Special paths are designed and planted to show local ferns, wildflowers, and trees in their natural habitats. The Log Cabin, a rustic building with a large stone fireplace, kitchen, flagstone ter-

race and broad lawns, provides an attractive setting for a wide variety of social events at all seasons. The Cochran Sanctuary is unusual in its ideal location and in its varied facilities for conservation, education, and enjoyment.

STUDENT ACTIVITIES

Student hobby groups, clubs, and voluntary enterprises of various kinds are an important part of life at Phillips Academy, changing from year to year in scope and organization, depending upon student interest. Student activities may be classed as literary, musical, forensic, scientific, and general. Each group is under student leadership, and is advised by a member of the faculty who is experienced in that field of activity. The list which follows is not complete. It is intended to be representative.

The Phillipian, founded in 1878, is the school newspaper. It is published every Wednesday of the school year. Students on the editorial and the business boards may obtain valuable experience in writing and in business practice.

The Mirror, founded in 1854, is the undergraduate literary magazine, which appears six times a year. Positions on the literary, business, and photographic boards offer the profitable and interesting experience of working toward the publication of a magazine devoted to encouraging literary talent.

The Pot Pourri is the Academy yearbook, published after the end of each year. It contains pictures and personal information concerning all Seniors and non-returning Upper Middlers, group pictures of all school organizations, and many special features. The three boards, editorial, business, and art, offer excellent opportunities for the development of literary, business, or artistic talent. This book is the chief permanent record to which alumni turn for the record of their years at Andover.

The *Dramatic Society* is an organization for all students interested in acting, directing, stage design, scenery construction, lighting, and business managing. The major production each year is a Shakespeare play. When the schedule permits, modern plays, both dramatic and musical, are also presented.

One of the most important groups within the Dramatic Society is the *Stage Crew.* Carpenters, painters, shifters, electricians, and special effects men work together under a stage manager and a chief electrician. Their job is to build the sets and operate the staging for all the plays. They also prepare the school stage for assemblies and other programs in George Washington Hall.

Another branch of the Society is the ***Theatre Workshop,*** whose intent is to offer further opportunities for students to participate in play readings, the production of one-act plays, and at least one full-length play each year. The organization particularly welcomes lower classmen. The Senior Class has a good chance to show its talent in the preparation of the Class-Day play. The performance is on Class Day in June and is presented for parents and alumni. Another group of plays under the auspices of the Dramatic Society is that given in French, German, Latin, and Spanish, and directed by faculty members from the foreign language departments. The language plays are projects of *language-interest clubs* that feature, in addition, illustrated lectures, motion pictures from the country of their choice, and conversation. Sometimes these groups meet around the dinner table.

Debating and school forums are held by *Philo,* properly the ***Philomathean Society,*** founded in 1825. Regular meetings, held bimonthly in the faculty room, normally open to members only, provide forums for the discussion of local, national, and international issues. From time to time there are debates against visiting teams, which students may attend. Each year Philo sponsors a prize debating contest, and the organization has sponsored visiting lecturers and discussion leaders to stimulate interest in economic, social, and political problems. Some instruction in debating technique, in public speaking, and in parliamentary procedure is offered.

Because of the growing interest in debating, a second society, *PNYX,* was organized in 1960 to provide weekly formal and informal debates, discussions, and forums. Its members engage in competition with those of the venerable Philomathean Society.

Students interested in art may work in the studio of the Addison Gallery with the *Design Club.*

The *Camera Club* has a dark room in the basement of Graves Hall, where students may develop, enlarge, and print their own photographs. Depending upon interest, groups meet for the discussion of fine points in the art of photography.

The *Radio Club* has a room in the basement of Morse Hall where radio sets may be constructed and repaired. At the radio shack it also has facilities for transmitting and receiving amateur broadcasts. Code and theory classes are held in response to need.

Students who wish to construct furniture, models, or other articles enjoy the woodworking shop, which is well supplied with hand and power tools.

The *Rifle Club*, a large and active organization, gives boys who are interested in indoor rifle shooting, particularly upper-classmen, an opportunity to shoot for pleasure, for National Rifle Association awards, and in interscholastic competition. The range is in the basement of Pearson Hall. An auxiliary range for Juniors is located in the basement of Williams Hall.

Model Railroaders may meet in the basement of Paul Revere Hall, where a layout has been constructed.

The chemistry laboratory is open, on schedule and under supervision, to experimenters in chemistry or physics *(Science Club)*. Astronomers will find both a reflecting and a refracting telescope on the campus. One of them is housed in an observatory *(Astronomy Club)*. A group interested in tapes and records makes recordings of school events *(Audio Club)*.

Modest lapidary equipment is on hand for those boys who are interested in gems and minerals *(Minerals Club)*. Identification of minerals is another interest of this club. For the budding engineer, a 125 HP dynamometer with a Chevrolet engine on its jacks invites exploration and experiment *(Mechanics Club)*. A supply of machinist's tools is available for the boy who is happiest in overalls.

Outings in search of Maine lobsters, the best ski trails, or another mountain to climb are the principal activity of the *Outing Club*. Canoeing, fishing, and rock climbing are also popular with the group.

The *Stamp Club* meets in the tower room of the Chapel. The club's program includes an annual prize exhibition. Philatelists are urged to bring their duplicate stamps and covers for trading.

The *Natural History Club* works in close cooperation with the Biology Department and the Cochran Bird Sanctuary. There are widely varied opportunities to study the animal and plant life of the region, both in the laboratory and in the field. Trips are taken to nearby points of interest. The club is licensed to carry on a bird-banding program.

The *Asia Society* and the *Africa Club* have as their aims the furthering of knowledge and understanding about the peoples and nations of the East and of Africa. The members usually meet weekly for discussions, lectures, and films.

The Phillips Society seeks to see more clearly the needs and problems of people and to help meet those needs. Membership in the Phillips Society is open to any boy who wishes to participate in its program and activities.

The Phillips Society's interests are suggested by a list of some of its activities:

Receptions for new boys and for foreign students.

The raising of money for Red Cross, United Fund, the Salvation Army, the Grenfell Association, national health agencies, and other organizations and projects.

Conducting a program of forums, conferences, chapel talks, and discussion groups.

Collection of old clothes, books, and other articles for distribution to schools and hospitals.

Field trips to hospitals, factories, and recreation centers.

Sunday School teaching and deputation work in the churches in Andover and vicinity.

Among the extracurricular activities in the field of music are the *Marching Band,* the *String Orchestra,* the *Concert Band,* and the *Chorus* (combining both choir and glee club), which take part in many concerts as well as in an annual musical show. Other musical organizations are the *Aces* (a dance band), and the *Eight 'n' One*

Octet. A well-stocked record library is located in the *Record Room* where recorded concerts are given from time to time.

ATHLETICS AND PHYSICAL EDUCATION

Athletics and physical education are important at Andover. The physical education, intramural, and interscholastic programs involve every student; participation is required. The objective is development by each boy of his physical capabilities and of such qualities as courage, self-confidence, self-discipline, and self-control.

Each new boy must take a swimming test; non-swimmers must take special instruction until they meet minimum standards of proficiency. During his Junior year, every boy takes two hours a week of physical education in addition to his regular afternoon program of athletics. The morning program of swimming, track, and gymnastics attempts to develop early in the boy's career the self-confidence and physical skills essential for successful participation in the more advanced phases of the program. Standards of performance are based on the individual's own physical capacity.

The intramural and interscholastic programs provide competition at all levels in seasonal sports. Outside games are scheduled with neighboring high schools, preparatory schools, and college freshmen. During the fall, the sports offered are football, soccer, gymnastics, rowing, cross country, and tennis; in the winter, basketball, swimming, hockey, wrestling, squash, track, skiing, and boxing; in the spring, baseball, tennis, golf, track, rowing, lacrosse, and life-saving.

The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports. The Medical Director's services, however, will be rendered and infirmary care provided without charge except for illnesses and accidents covered by the Andover Student Sickness and Accident Insurance Plan and by family insurance.

The Medical Director and the Athletic Department strongly advise parents to provide boys who wear glasses with shatter-proof lenses, not only to minimize danger of injury in athletics but also to avoid loss of study and reading time.

See page 33 regarding athletic equipment.

HEALTH SUPERVISION

Under the supervision of the Medical Director, every effort is made to improve each student's health, to prevent disease, and to diagnose and treat illnesses and injuries. Before school opens, every student is asked to have a general physical examination by his family physician as well as certain screening laboratory procedures, tetanus toxoid, typhoid-paratyphoid injections, smallpox vaccination, and polio vaccine. His family is asked to answer questionnaires that may reveal significant symptoms or illnesses.

Immediately following the student's arrival at the Academy, a physical examination is done by the school physicians; complete dental and lung x-rays are taken, and careful ear and eye examinations are made. Tests for speech defects, reading speed, and language disability are completed. The full-time Medical Director and his associate, with the assistance of several consultants associated with the Medical Department and representing various fields, then correlate all information. By this means it may be possible to form an accurate estimate of the student's physical status and the ease with which he may be expected to adjust to the school environment.

The Isham Infirmary-Hospital is a fifty-five bed institution accredited by the Joint Commission on the Accreditation of Hospitals. The Isham Infirmary-Hospital has a modern x-ray department, a clinical laboratory and a full-time x-ray technician. A well-equipped physiotherapy unit is under the direction of a qualified physiotherapist. Graduate nurses are in residence throughout the school year. The Isham Infirmary-Hospital is equipped to care for most serious medical and surgical emergencies as well as many other diseases and conditions commonly encountered.

Illnesses and injuries are treated when feasible by the Medical Director or his associate. If highly specialized care is required, local staff consultants and hospitals or Boston physicians and nationally known medical institutions are employed forthwith. Minor illnesses are reported to the parents by letter. Conditions that require treatment under general anesthesia or approach major proportions are reported by telephone to the student's family by the Medical Director as soon as a working diagnosis has been established.

The dental staff consists of three dentists representing the fields of dental surgery, general dentistry, and orthodontistry. There is a full-time dental hygienist. The fields of psychiatry and psychology are represented by a part-time psychiatrist and a full-time psychologist.

The Trustees' Infirmary-Hospital Committee meets with the Medical Director every three months to discuss policies of health and administration.

DAILY SCHEDULE

Chapel	7:50 A.M.
Recitation hours	8:12 A.M. to 12:50 P.M.
†Athletics	2:00 P.M. to 4:00 P.M.
*Recitation hours	4:13 P.M. to 6:00 P.M.
Evening study hours begin	8:00 P.M.
‡Sunday chapel service	11:00 A.M.

† The time for athletics varies with the team, the sport, and the season.
* Wednesday and Saturday afternoons are half-holidays.
‡ Vespers at 5:00 p.m. during the Winter Term.

WORK PROGRAM

The Phillips Academy work program, in which every boy takes part, has two objectives: to train boys to do useful work well and to reduce the operating costs of the Academy. Under the supervision of members of the faculty, the work program has become an essential part of the democratic life of the Academy.

The work program has three phases: (a) the daily care of dormitory rooms and corridors, under the direction of housemasters, (b) work in The Commons, to which all boarding students are assigned for two or three (non-consecutive) weeks during the year, and (c) work on the grounds and in the school buildings under the supervision of members of the faculty.

GRADES AND REPORTS

Reports of the student's grades are sent to the parents or guardian twice a term. Grades are based on the results of both daily

work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

Counselors' reports are sent to parents at least twice a year.

DISCIPLINE

Phillips Academy seeks to help boys develop desirable attitudes and habits so that they will be sound and healthy individuals and good citizens of their community. The Academy bases its disciplinary policy on the assumption that each boy will, at all times and places, conduct himself as a gentleman. The Academy tries to inculcate in a boy personal integrity, responsibility for his behavior, self-control, and a sense of individual purpose. It believes that discipline should foster clear, independent thinking, good judgment, and sound scholastic achievement. In each boy, from the beginning of his career in Andover, the Academy aims to cultivate a sense of just pride in his school and of responsibility to an orderly society. The school has made its rules in accordance with these principles.

The school expects boys to occupy themselves with their studies and other school work during all study hours. A student is expected to meet all fixed appointments, such as recitations, daily chapel or assembly, Sunday chapel, required athletics, and study hours. All appointments immediately preceding and following vacations and holidays the School considers especially important. Six unexcused absences in a term render a boy liable to discipline, as does an accumulation of demerits.

A student renders himself liable to dismissal if he is guilty of dishonesty, of gambling, of possessing or drinking alcoholic beverages, if without permission he is absent from school bounds or from his dormitory between 10 p.m. and 5 a.m., or if he is anywhere or at any time guilty of conduct unbecoming a gentleman.

Students may not possess, rent, or drive any motor vehicle within bounds, nor may they possess or use firearms or explosives of any sort, except as authorized under the rules of the Academy Rifle Club. Boys in the upper two classes may smoke at certain specified times and places. Only day students may use bicycles. Only Seniors and Upper Middlers may have radios in their rooms;

radios and television sets are available for the use of others in the common rooms of each class and in certain dormitory common rooms.

OUT-OF-TOWN EXCUSES

Students whose scholastic standing is satisfactory may with permission take two out-of-town excuses a term. Seniors are allowed five if they are passing all courses.

ROOM EQUIPMENT AND CLOTHING

The Academy provides each student with bed, mattress, pillow, bed linen, one blanket, chiffonier, desk, desk-chair, and easy chair. In double rooms they are provided for each occupant.

All boys are required to wear coats and neckties to recitations, meals, chapel, and assembly. Various sport combinations, including clean khaki trousers, are permitted; but a suit with a white shirt and appropriate socks and shoes is required for Sunday church and other formal occasions. *All wearing apparel and personal effects should be plainly marked with the student's name.*

All *protective* athletic equipment is furnished by the Academy. All other athletic equipment must be supplied by the boy. He is urged to bring along whatever he already possesses, but *not* to purchase anything new before coming to school. Substantial savings can be made on purchases through the Athletic Department. All scholarship boys will be able to buy athletic shoes at half price. Every student is required to own a pair of high quarter sneakers.

The Academy does not issue a detailed list of necessary equipment, but in addition to the above, the following are suggested:

Two or three extra blankets or the equivalent
Warm overcoat or jacket for the winter months
Overshoes and rubbers for the winter months.

The Academy is not responsible for the loss of a student's clothing or personal effects, either during term time or when stored over vacation, unless deposited in the student storage center.

COLLEGE MATRICULATION OF THE CLASS OF 1961

College	*No. of Students*	*College*	*No. of Students*
Amherst	1	Middlebury	1
Bowdoin	1	New Hampshire, University of	1
Brown	7	North Carolina, University of	6
California, University of	3	Oberlin	1
Cambridge University	2	Ohio Wesleyan	1
Carleton	1	Pennsylvania, University	4
Claremont	2	Princeton	16
Colgate	3	Providence College	1
Colorado, University of	1	Reed	1
Colorado School of Mines	1	Rice	1
Columbia	9	Rollins	1
Cornell	4	Southern California, University of	1
Dartmouth	6	Stanford	13
Davidson	1	Stetson	1
Denison	1	Syracuse	1
DePauw	1	Trinity (Connecticut)	2
Dickinson	1	Tufts	1
Duke	2	Tulane	3
Hamilton	2	U. S. A. F. A.	1
Harvard	44	U. S. M. A.	1
Harvey Mudd	1	Washington and Lee	2
Hobart	1	Wesleyan (Connecticut)	1
Lawrence	1	William and Mary	1
Lehigh	2	Williams	2
McGill	1	Yale	40
Massachusetts Inst. of Technology	1		
Maine, University of	1	Total	205
		Total Institutions	52

FINANCIAL

A large part of the Academy's operating income is from the investment of its endowment funds. These funds have made it possible for many years to charge an inclusive fee lower than the cost of a student's education and maintenance and, in addition, to make scholarships in varying amounts available to worthy and qualified students. Thus it can be said that all students, regardless of the fee paid or the scholarship earned, have benefited by the endowment funds.

Few patrons of the school in recent years have met the full cost of their sons' Andover education. The total cost to the Academy for each student is in the neighborhood of $3,300. Of this figure, $1,800 is met by the inclusive fee, leaving a considerable balance to be met by the income from invested funds, by gifts from alumni, and from other sources.

Tuition Charges

The tuition for boarding students is $1800; for day students (who must live in the Greater Lawrence area) $1000: one half payable on October 1 for Fall Term, one fourth on January 1 for Winter Term, and one fourth on April 1 for Spring Term. Adjusted bills for scholarship students are payable on the same basis. An alternative to the above method of payment is offered, whereby tuition may be paid in ten equal monthly installments starting September 1 and ending June 1. A service charge of ten dollars is made for this accommodation. Each student, when assured of admission, is required to make a deposit of $50, which is credited on his first bill.

The tuition charge of $1800 covers instruction, board, room (including furniture, bed linen, and one blanket), physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and the authorized entertainments at George Washington Hall, including the Saturday evening motion pictures.

It does not include charges for tutoring, Language Training, special instruction in music or athletics, dental care, a medical fee of $13.00, health insurance, personal laundry, textbooks, dues to school organizations, or breakage and damage to school property.

Bills for items not included in the regular school charge may be rendered at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Comptroller. Classroom privileges may be denied to students whose bills are not settled when due.

No rebate for the term in which he leaves will be made to a student who for any reason is dismissed or withdrawn.

A student otherwise eligible for return in a given school year will not be allowed to register if his school account for the preceding year has not been paid in full.

The diploma of the Academy will not be awarded to a student whose school account is not paid in full by the date of graduation.

Breakage Deposit

Each student is required to make a deposit of $25 to cover breakage and other incidental obligations that may be incurred during the school year. The deposit is payable on October 1 and

is billed with the portion of the normal charge due on that date. The balance remaining after charges for breakage have been deducted will be refunded after the close of the fiscal year, June 30, or credited on the first bill for the following year.

Student Health and Insurance Program

All ordinary illnesses and injuries under the classification of "home care" are treated at the Isham Infirmary-Hospital by the Medical Director and his staff and are covered by the required medical fee of $13.00.

Parents are, however, responsible for the cost of medical services for the care of illnesses and conditions for which they would have been responsible had the student been treated by his family physician in his own home or hospital. The family sickness and accident insurance policy, or a personal policy of the Blue Cross-Blue Shield type covering the student, will meet most of such Isham Infirmary-Hospital care.

Additional cost to parents of the broad medical services necessary for the student is met by the Andover Student Sickness and Accident Insurance Plan, which provides coverage over the full twelve-month period, twenty-four hours a day, on campus and off. It pays up to $650 for each accident or illness that requires treatment by physicians or hospital admission *outside the school.* The cost is $17.00 for all students.

Parents are strongly advised to take advantage of this low-cost-health insurance plan even though the student has in force a personal sickness and accident policy, since the benefits of the Andover Student Sickness and Accident Insurance Plan are payable *in addition* to any benefits a student may obtain under any personal policy. Not infrequently the coverage from all policies is necessary to meet the total expenses of a protracted or involved illness.

The rates established for the Student Medical Fee and the Andover Student Sickness and Accident Insurance Plan are for the school year 1962-1963 and are subject to change for the following year.

Extras

As a rough guide to parents in budgeting for the total expected expenses of each academic year, the following low-average approximations of extras are given.

Laundry (if done locally)	$25.00 to 90.00
Pressing and cleaning	15.00
Books and supplies	35.00
Dues, publications, and charitable contributions	15.00
Medical fee (required)	13.00
Health insurance (optional)	0 or 17.00
Breakage deposit (refundable)	0 to 25.00
Miscellaneous, including spending money	110.00
	$213.00 to 320.00

Spending Money

Parents or students may open an account at the Treasurer's Office for personal expenses during the school year. Students are urged not to keep large amounts of cash in their possession or in their rooms.

Financial Aid *(See page 39 for basic policy)*

Scholarships vary in amount according to the applicant's need, ranging from $500 to the full amount of $1800. In addition to the scholarship award, part of the cost of travel (within the continental limits of the United States) is borne by the school when a scholarship student lives more than about 400 miles from Andover. The travel allowance amounts to the cost of three round-trip railroad coach tickets, less $25 a trip. It is paid to the parent upon request after each trip.

Families whose need is not great but who, in the judgment of the Admissions and Scholarship Committee, are entitled to some financial assistance, will receive aid in the form of a loan. Such loans will not bear interest while the boy is at Andover, but interest at the rate of 3% per annum will be charged from the time of his graduation. Under normal circumstances repayment of the loan starts four years after the boy's graduation from Andover, at a time when, presumably, he has finished college. All awards of $500 or less will be made as loans. In some special cases loans for larger amounts may be arranged; in others, the award may occasionally be part outright grant and part loan.

The Committee requires the parents of all boys applying for financial aid to submit a complete report of their financial condition, which is kept confidential. All boys on the Scholarship List are expected to maintain academic records compatible with their abili-

ty and to show by their general record at Andover that they are aware of, and deserve, the opportunities that they enjoy.

Every scholarship boy is expected to perform some useful service for the school in partial return for the aid he has received. Accordingly, the Bureau of Self-Help exercises control over all student employment, such as campus concessions and work in the various departments of the school. The revenue anticipated from such work is included in the overall scholarship budget. Although the boy can, in addition, find odd jobs about the school that will help him with his pocket money, he should not expect to earn any significant sum.

A wide range of prizes is open for competition. A complete description of each prize, together with the names of last year's winners appear on pages 74-82.

Summer Session

The Summer Session is designed to encourage able, highly motivated boys of high school age to move ahead in areas of study in which they are particularly interested. With the exception of pre-ninth grade students, who study English and mathematics, all boys take one major, 12-hour-a-week course in the subject of their choice, in addition to a required minor, six-hour-a-week course in English composition. Under this new plan no credit is offered for any course. The Session is not recommended for boys who need remedial or make-up work.

Instituted in 1942, the Summer Session was originally designed to provide students about to enter the Armed Services a chance to accelerate. In addition it proved valuable in familiarizing students assured of September admission with the relatively rigorous Andover program. It enabled some new boys to strengthen previous weaknesses, thus often saving them the loss of a full year. The great majority of the students in recent years, however, are not students who have been admitted into the fall session.

The twenty-second annual Andover Summer Session will open on Wednesday, June 26, 1963, and will close on Thursday, August 8. The Summer Session publishes its own catalogue which may be obtained by writing to the Director of the Summer Session, Andover, Massachusetts.

ADMISSIONS

GENERAL POLICY

PHILLIPS ACADEMY operates on the assumption that no boy should be deterred from applying for admission because his family is unable to pay the full cost of an Andover education. The Constitution of the Academy states, "This Seminary shall be ever equally open to youth of requisite qualifications from every quarter." With this principle in mind, the Admissions and Scholarship Committee selects each year from approximately seventeen hundred candidates the two hundred and fifty most promising and deserving boys, *regardless of their parents' ability to pay the full $1800 tuition.* The Academy calls this its "M. Q." or "Most Qualified" program. Thanks to the generosity of a large number of alumni and other friends, over $260,000 is available in 1963 to provide financial assistance for those among the two hundred and fifty admitted boys who are judged eligible on the basis of need.

The basic requirements for admission to Phillips Academy are evidence of sound character and *a strong school record.* Other considerations are personality, breadth of interest, geographical distribution, date of application, and performance on the Secondary School Admission Tests (see page 41). Because the Academy receives applications from many more qualified boys than it can admit, it must make selections on a competitive basis, with particular emphasis on character, personal qualifications, and promise.

The closing date for receiving applications varies from year to year. In 1962 it was January 31. Strong priority is given to those candidates who complete the full admissions procedure by January 1. It is *particularly* important to take the December 8, 1962 administration of the Secondary School Admission Tests.

Boys are admitted annually to each of the four classes. However, those who enter either the Junior (9th) or Lower Middle (10th) class normally adjust more easily and derive more benefit from the total life of the school, and they are more likely to assume positions of leadership and responsibility than are boys who come for only one or two years. A limited number of postgraduates are admitted each year. They are treated in every way as regular members of the Senior Class.

Financial Aid

The basic policy is described above. See pages 37-38 for details.

PROCEDURE IN APPLYING

Application Forms

In applying for admission to the Academy, the parent or guardian should submit the Preliminary Application Form at the back of this catalogue.

A fee of $10.00 is required of all candidates. A check or money order, payable to the Trustees of Phillips Academy, should accompany the application. The fee is not returnable.

On December 1st before the September of proposed admission, a *final* application form is sent to each parent or guardian who has filed a preliminary application. After completion of the first part by the parent or guardian, the application should be submitted to the principal of the school being attended by the applicant, with the request that it be completed *entirely* and returned directly to the Phillips Academy Admissions Office as soon as possible. Since applications received after January 1 do not receive the highest priority, parents must be sure that the school *does* forward the application promptly.

Personal Interview

An interview is required of all candidates. The interview should take place by December 15 of the year prior to intended matriculation. If a candidate cannot arrange to visit the Academy, he or his family should make an appointment with the most conveniently located Alumni Representative, as listed starting on page 89 of this catalogue. In either case, appointments should be made in advance, preferably by telephone when distance is not great. Attention is called to the Academy office hours listed on page 16. Calls made to the Admissions Office should be directed to the Secretary to the Director of Admissions at 475-3400. Appointments with an Alumnus should be made *directly* with the man himself, not through the Academy Office.

In the event a candidate is unable to fulfill the interview requirement either in Andover or with an Alumni Representative, he should write the Admissions Office for instructions.

Letters of Recommendation

Along with the final application blank, three Confidential Recommendation Forms will be sent to the parent or guardian. One of these should be given to the boy's *current* English teacher, the second to another *current* teacher (not the principal, who completes the application form), and the third to a last year's teacher. When completed, the confidential recommendations should be returned *by the writers* directly to the Admissions Office in stamped, addressed envelopes supplied by the candidate.

Additional reference letters from any source are welcome, but are not required.

Student Questionnaire

Each applicant is asked to complete a detailed questionnaire supplied with the final application form. He will be given the opportunity to enumerate the group (and individual) activities in which he has taken part. Among other things, he will be asked to write a paragraph or two on some assigned topic. He should not receive any help in meeting this requirement. The questionnaire should be sent promptly to the Admissions Office, but separately from the final application form.

Admission Tests

Candidates for the Senior Class must take the College Board Scholastic Aptitude Test, preferably the current December or January series, and request the College Board in writing to send Phillips Academy the results of *all* Board tests taken. A check or money order for $1.00 (one dollar) should accompany this request.

All other applicants are required to take the Secondary School Admission Tests in the year of candidacy, regardless of whether or not they have taken them previously. For 1963, the tests will be administered by the Educational Testing Service at centers all over the world on Saturday, December 8, 1962. The tests are given also on February 9 and April 6, 1963, but the Academy can hold out little hope of providing room for boys who take them in February, and no hope at all for those who wait until April. The February and April dates can be used to provide a "trial run" for 1964 candidates.

Each applicant must complete a special form (supplied with the "Bulletin of Information for Candidates") and be sure that it reaches the Educational Testing Service by the deadline dates listed in the Bulletin. The cost is $6.50 payable to the Educational Testing Service. A "Bulletin of Information for Candidates" will be sent to all 1963 candidates who have filed the Preliminary Application Form. Other applicants may obtain them by writing to Secondary School Admission Tests, Educational Testing Service, Princeton, New Jersey.

Special preparation or tutoring for the admission tests is neither necessary nor advisable. Sample tests are not available, but the "Bulletin of Information for Candidates" contains a few typical questions.

Action and Deposit

By agreement with a number of schools, no boy will receive official notice of admission earlier than February 15, and no parent will be *required* to confirm the admission, by deposit or otherwise, before March 15. However, as soon as a boy hears favorably from his first choice school he is *strongly* requested to notify *immediately* that school and all others to which he has applied. This action will enable schools to release more letters of admission to waiting candidates.

Phillips Academy candidates for 1963 may expect notification of action on *completed* applications as soon as possible after February 15 and in all cases before March 15. Successful candidates who decide to accept their admission are required to pay a nonreturnable deposit of $50.00 (to be credited on the first school bill).

It should be understood that admission is contingent upon maintenance of a thoroughly satisfactory school record in every respect.

Placement Examinations

Applicants who have been admitted to the Academy, and who have thereafter paid the required deposit, will write subject-matter placement examinations on or about Friday, May 17. The Admissions Office may exempt boys with outstanding records and Secondary School Admission Test results from all or part of this require-

ment. Those who do not live within commuting distance of Andover may write examinations at their local schools. Boys attending independent schools that belong to the Independent Schools Education Board and use its papers as regular final examinations may substitute them for the Academy's placement examinations.

Preparation for the Placement Examinations

While no special preparation for the *admission tests* is expected, outside study or tutorial assistance in anticipation of the *placement examinations* will usually be helpful. Sample placement examinations are supplied without charge by the Admissions Office upon receipt of a request that includes a statement of the subjects studied in the year just prior to admission. Each sample examination lists the topics to be covered in preparation for the examination.

As a further aid to candidates for placement in the two lower classes, and to those upper class candidates who are currently studying the first year of Latin, French, or Spanish, the Independent Schools Education Board, 186 Center Street, Milton 86, Massachusetts, publishes each year, for $1.25 postpaid, a pamphlet entitled "*Definition of the Requirements for 19—.*" The pamphlet contains detailed subject-matter requirements in English, Mathematics, Latin, French, and Spanish for use in grades six through nine. The standards parallel closely those of Andover. The previous year's examinations in each subject at each level are included.

The proper use of the Independent Schools Education Board pamphlet should enable parents to determine well in advance whether their boys are receiving adequate preparation for the Academy. Please note that Phillips Academy encourages but does not require the study of a foreign language in grades six through eight.

Room Assignment and Matriculation Notices

Rooms are assigned to incoming students in early August, *in the order in which their admission applications are filed.* A notice regarding the opening appointments of the school year, together with various required forms, is sent in August to the parents or guardians of all successful applicants.

Parents are referred to the section on Health Supervision (pages 30-31 for the Academy's regulations regarding immunization against certain infectious diseases.

PLACEMENT REQUIREMENTS FOR EACH CLASS

The examinations ordinarily required for entrance to the four classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

Junior Class

Boys of good scholastic ability and achievement should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Attainment in their studies will be estimated from placement examinations in English* and mathematics.* Normally, the mathematics examination will cover arithmetic and some elementary algebra, but a boy whose eighth grade course is a standard first-year, high-school algebra course should write instead the paper for entrance to Mathematics 2.

Some acquaintance with a foreign language is helpful, although not essential. Boys who are currently studying one* should write the appropriate placement examination.

Lower Middle Class

For entrance to the regular work of the Lower Middle year, placement examinations are required in algebra,* in English,* and in foreign languages* currently being studied. The work is described on pages 50-73. *In most instances the courses offered at Phillips Academy in the Junior year (ninth grade) cover considerably more ground than those given elsewhere at the same level. For this reason applicants are advised to note carefully the description of the Academy's Junior courses, and the sample examinations for entrance to English 2, Mathematics 2, and the second year of the appropriate foreign language, which*

* Instead of its own placement examinations, the Academy accepts certain examinations of the Independent Schools Education Board for candidates from those independent schools that make use of the Board's papers at the end of the school year.

will be sent upon request without charge. Extra preparation may be advisable. Credit for the History and Science of the Junior year may be granted on the school record without examination.

Upper Middle and Senior Classes

Successful candidates for the Upper Middle and Senior Classes will write the Academy's placement examination for entrance to English 3 or English 4. Placement examinations for entrance to the second- and third-year levels of a foreign language will be required of candidates planning to continue the language at the Academy. Examinations in other subjects may be required, depending on the courses taken and the quality of the applicant's record. Candidates must secure credits, by examination or certification, that cover the work of the Academy's lower years. Candidates who have taken or who expect to take College Boards should request the Board in writing to send the results to the Phillips Academy Admissions Office.

Postgraduate Students

A limited number of well qualified secondary-school graduates are admitted each year. They must take the College Board Scholastic Aptitude Test, preferably the current December or January series, and request the College Board in writing to send Phillips Academy the results of all Board tests taken. A check or money order for $1.00 (one dollar) should accompany this request.

COURSE OF STUDY

THE CURRICULUM of Phillips Academy combines a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. The total program normally includes four years of English, three years of mathematics, three years of one foreign language, a year of American history, a year of a laboratory science, one course in art or music, one course in the Bible, and four or five additional courses. Instruction is given in all subjects required for entrance to higher institutions, whether liberal arts or technical.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their attainment. Honors and advanced courses offer particularly able and well-prepared students opportunity to progress at a rate commensurate with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should have credit for the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

Every boy is assigned to a Class Officer, who advises in the selection of courses designed to meet Andover's diploma requirements, college entrance requirements, and the student's particular interests. The Class Officer also recommends such subsequent changes as are necessary or advantageous. It is highly desirable that, before conference with the Class Officer, students and parents acquaint themselves as fully as possible with the Academy's basic requirements and with the possibilities of its flexible program. Also, all applicants, and especially those for the Upper Middle and Senior classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

Two additional descriptions of the Andover curriculum; namely, "Planning a Program of Studies at Andover" and "The Andover Honors Program," are available upon request.

See pages 50-73 for descriptions of all courses.

DIPLOMA REQUIREMENTS

The diploma requirements for students entering Phillips Academy for the full four years are indicated below. Certain modifications are permitted for boys entering after the Junior year (9th grade). The Admissions Office will welcome inquiries concerning specific requirements for such boys.

4 units of English
3 units of mathematics
3 units of one foreign language, either ancient or modern
1 unit of history, normally American
1 unit of laboratory science
* ½ unit of ancient history in the Junior year
* ½ unit of elementary science in the Junior year
3 units of elective courses
Bible in the Lower Middle year
Art or Music in the Upper Middle year
An elective minor in the Senior year

In addition, candidates must pass all courses in their Senior year even though they may be ahead in units.

Qualified boys are allowed to substitute a fifth major course for Bible, Art or Music, and the Senior minor elective.

THE NORMAL FOUR-YEAR PROGRAM

Junior Year (9th grade)	*Periods a week*
English 1	5
Mathematics 1	5
Foreign Language 1	5
History 1	3
(or a second foreign language replacing History and Elementary Science)	
Elementary Science	3
Total	21

* Qualified boys may take a second foreign language in place of these two minor courses.

Lower Middle Year (10th grade)	*Periods a week*
English 2	4
Mathematics 2	4
Foreign Language 2	5
*Elective (major)	4 or 5
Bible 1	2
Total	19–20

Upper Middle Year (11th Year)	
English 3	4
Mathematics 3	5
Foreign Language 3	4
*Elective (major)	4 or 5
Art or Music	2
Total	19–20

Senior Year (12th grade)	
English 4	4
History 4 (American)	5
*Elective (major)	4 or 5
*Elective (major)	4 or 5
Elective (minor)	2
Total	19–21

Elective Majors

English 5, 5c
Greek 1, 2, 3, 4
Latin 1, 2, 3, 4, 5
French 1, 2, 3, 4, 5
German 1, 2, 3, 4, 5
Spanish 1, 2, 3, 4, 5
Russian 1, 2, 3
Chinese 2
Biology
†Chemistry
†Physics
†Mathematics 4
†Mathematics 5
Mathematics 6
†Art Major
†Music Major
†Religion
†History 3
‡History 2

No credit is given for less than a two-year sequence in any foreign language.

* One elective major in three upper years must be a laboratory science. If a second foreign language was begun in the Junior Year, the elective in the Lower Middle Year must be the second year of that language.

† Normally for Upper Middlers and Seniors only.

‡ Not permitted after the Lower Middle year.

Elective Minors (ordinarily for Seniors only)

Advanced Art
Anthropology
Bible 2
Biology S
Chemistry
Chorus
Concert Band
Ethics
French
German
Greek
Harmony
Instrumental Lessons
Introduction to Asia
Philosophy
Physics
Politics of International Relations
Public Speaking
Spanish
Studio Art
Trigonometry
Latin
Mathematics L
Mathematics S
Mechanical Drawing
Music Appreciation
Navigation
Orchestra

Special Courses

Special courses designed to cover the work of two years in one are open to properly qualified Juniors in mathematics, French, and Latin; and, to Seniors, in German, Greek, Russian, and Spanish.

Honors Courses and Advanced Placement

The Andover curriculum offers honors courses in most departments. It also provides special programs in mathematics, latin, and the modern foreign languages, designed to cover four years' work in three or five years' work in four, and a two-year honors sequence in the physical sciences. The honors programs are open, on invitation of the departments, to especially able and ambitious students.

A large number of Andover students take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit towards the college degree.

DESCRIPTION OF COURSES

ANTHROPOLOGY (See *Science*)

ART

The courses in Art are organized to develop the visual perceptions of all students—not only of the "talented few" possessing special interests. The basic course is normally taken by a boy in his Upper Middle year, who thus will have the opportunity in his Senior year to pursue his interests in an elective course. Reading assignments, illustrated lectures and original works of art displayed in the Addison Gallery complement the experience of class and studio.

Introduction to Art. Two hours. During the year 1962-63, either Introduction to Art or Studio Art (see below) may be taken to satisfy the diploma requirement previously including both Art and Music. The purpose of Introduction to Art is to provide a basis for making reasoned judgments in the visual field. The student is presented with facts relating to the structure and design of architecture, painting, sculpture, and, to a lesser degree, the decorative arts. By analyzing certain monuments, the student discovers how the style of each is related to the age in which it develops. Finally, he is shown how to use his own judgment about the monuments. Whenever possible, collections and exhibitions in the Addison Gallery are used for illustration. Seniors at the Academy for one year only may take the course as an elective.

Studio Art. Two hours. An alternative to Introduction to Art, but presented in more practical terms. In its emphasis on observation, interpretation, and organization, it is designed to supply the basis for a critical understanding of contemporary surroundings. Four hours of class work count for two hours credit, with no outside preparation required. Along with continuous drawing exercises and a brief historical survey, the student receives in successive terms two hours a week of experience in photography and three-dimensional construction. Previous experience is not required for the course.

Advanced Art. Two hours. A sequel to Studio Art. Advanced Art allows the student to continue individual work in painting or sculpture. Four hours studio work counts for two hours credit, with no outside preparation required.

Art Major. Four hours. An advanced course in the visual arts offered as an elective to students who have taken either the introductory course or a studio course. It combines studio work and discussion. The primary purpose is to relate the history of American Art (by means of

frequent reference to the Addison Gallery Collection) to the senior course in American History. Work in the studio is intended to develop an aesthetic and imaginative sensitivity that will compliment the intellectual emphasis of the classroom discussion.

ASIA: AN INTRODUCTION (See *History*)

BIOLOGY (See *Science*)

CHEMISTRY (See *Science*)

CHINESE (See *Modern Foreign Languages*)

THE CLASSICS

The courses in Greek and Latin are arranged to provide a four-year course in Greek and a five-year course in Latin. The Department hopes that a number of boys with Classical interests will elect four years of one language and three of the other. However, the pressure of modern times must make it advisable for most boys to take one ancient and one modern language. Such boys may elect either Greek or Latin in their first year. Those planning on a general education, on the advanced study of Romance languages, or on entering the Law, will naturally prefer Latin; but boys interested in literature, archaeology, philosophy, or medicine, might well choose Greek as their ancient language. It is no more difficult than Latin as a first language.

Greek

GREEK 1. Five hours. The course is devoted mainly to forms and the most essential principles of syntax. Chase and Phillips' *A New Introduction to Greek* (Harvard University Press) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek reader, or from the initial chapters of Xenophon's *Anabasis*.

GREEK 1-2. Five hours. The course is open to properly qualified Seniors and Upper Middlers. It covers in one year the essential material of Greek 1 and Greek 2. The texts are Chase and Phillips' *A New Introduction to Greek* and Xenophon's *Anabasis*.

GREEK 2. Five hours. The second year is occupied with selections from Xenophon's works and with some easy dialogue of Plato. Prose composition in Attic Greek is studied, the grammar is reviewed, and there is much work in sight translation.

GREEK 3. Four hours. The third year is spent mainly in reading selected books of the *Iliad* and the *Odyssey*. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read.

GREEK 4. Four hours. The fall term is devoted to selections from Herodotus, Hippocrates, and Plato, the winter to a play of Sophocles, the spring to selections from the Greek lyric poets.

GREEK T. Two hours. A Senior elective that studies the Greek Old and New Testaments.

GREEK COMPOSITION. See notice under *Latin Composition.*

Latin

LATIN 1. Five hours. The year is spent in learning the basic forms and syntax of the language and a fundamental vocabulary. There is constant practice in sight reading and in prose composition of simple sentences. The purpose of the course is to prepare boys for general reading in Latin prose, not solely in Caesar. The text is *A New Introduction to Latin,* by Alston H. Chase.

LATIN 1-2. Five hours. Boys who are not ready for Latin 2, but who make a high grade on the Advanced Latin I Entrance Examination, may be placed in Latin 1-2 and thus given opportunity to complete two years of work in one. Those who pass the course successfully are given credit for two years of Latin. The course is reserved for boys who give evidence of high ability.

LATIN 2. Five hours. During the first term, the course gives a thorough review of the fundamentals of Latin grammar and begins the reading of Caesar. In the last two terms, more Caesar is read, but the reading will be varied by selections from other Latin prose authors and from simple poetry. There will be practice in sight translation and in prose composition. The text is *An Intermediate Latin Reader,* by William J. Buehner.

LATIN 3. Four hours. The course has a threefold purpose. Linguistically, it teaches students to read Latin prose with increasing ease. Historically, it presents a picture of Cicero's life and times and compares his period with our own. Culturally, it assesses the literary importance of Cicero as the creator of a prose style which influenced the literature of Europe for centuries. Representative selections are read from the writings of Cicero as well as passages from other prose authors. There is constant practice in sight translation. In the last weeks of the year, selections from Ovid, Vergil, or one of the Comedies may be read.

Students who have done high honor work in Latin 2 and who intend to take only three years of the subject are allowed to choose either Cicero or Vergil for their third-year Latin.

LATIN 4. Four hours. By a study of selections from the *Aeneid* and from other Latin poetry, the course attempts to introduce students to both the forms and the content of classical poetry and to make plain its influence upon the poetry of the modern languages. The student is given constant practice in reading Latin verse aloud. The poems are studied as literature and not merely as exercises in translation.

LATIN H. Two hours. Reading and discussion of the *Odes* of Horace and poems of Catullus, with special attention to the literary artistry of the poems, to their sources in the Greek Lyrics, and their influence upon modern poetry. Open to properly qualified students who have passed Latin 3.

LATIN S. Two hours. This course, less demanding than Latin H, is designed for boys who have completed Latin 3 and desire to keep in contact with the language through a minor course. The reading is chosen from the First Book of Livy's *Histories*, the poems of Catullus, and the *Menaechmi* of Plautus.

LATIN 5. Four hours. Open to students who have passed Latin 4 or who otherwise satisfy the Chairman of the Department of their fitness. The course is the equivalent of the customary Freshman Latin course in most colleges. In the first term, selections from Livy's *Histories* will be read and the reading of Horace's *Odes* will be begun, to be carried on through the second term. In the winter, two Roman comedies will be read; and, in the spring, Catullus' poems and selections from Tacitus' *Annals*.

ACCELERATED COURSES. Students of high ability and ambition will, at the end of the first term of Latin 1, be offered the opportunity to join an accelerated section, Latin 1X. They will continue in Latin 2X, and proceed in their third year into Latin 4, thus gaining credit for four years of Latin in three years. Boys who drop out at the conclusion of Latin 2X will obtain credit for only two years of Latin.

LATIN COMPOSITION. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition in either Latin or Greek.

ENGLISH

The courses in English aim to teach students to think logically, to speak and write clearly, to read with comprehension and appreciation, and to develop discrimination and taste in the judgment of books.

Courses at all levels include frequent practice in speaking and writing, close reading, sustained attention to problems of syntax and rhetoric, the study and discussion in class of the chief literary types, and wide collateral reading.

Sections vary in size from ten to fifteen. After the Junior year particularly able boys are assigned to honors sections and encouraged to develop their special literary aptitudes. Classroom teaching is supplemented in each year by conferences with individual students.

In addition to assigned reading, students do collateral reading which is guided by the English teacher. In each course students are encouraged to do original writing of story, poem, and essay. The Department sponsors a series of prize competitions to stimulate interest in original writing.

There are two elective courses for those students who have completed four years of English, one a course in composition, the other a course in American literature.

ENGLISH 1. Five hours. The work of the course includes (1) a review of grammar, drill in spelling and punctuation; (2) the study in class of selected short stories, a novel, a play, selected essays, selected narrative and lyric poems; (3) composition, beginning with a study of paragraphs and proceeding to the writing of simple expository, narrative and descriptive themes; (4) instruction and drill in the rudiments and techniques of oral expression.

A departmental examination is given at the end of each term. Representative texts are *Story Essay,* edited by McClay and Judson (Holt), *Richard II, Huckleberry Finn, Great Expectations, Alice in Wonderland, Pilgrim's Progress, Aesop's Fables, Looking Glass Book of Verse.*

ENGLISH 2. Four hours. The work of the course includes (1) a review of grammar, drill in spelling and punctuation; (2) a study of syntax; (3) elementary study of rhetoric; (4) practice in close-reading; (5) composition, chiefly exposition and the personal essay; (6) the reading and discussion of literature: the short story, the novel, drama, poetry, and the familiar essay.

A departmental examination is given at the end of each term. Representative texts are *Harbrace College Handbook* (Harcourt, Brace), *Great Short Stories,* edited by Schramm, *Babbitt, Henry IV (Part I), Far from the Madding Crowd, Idylls of the King,* and *Sound and Sense,* edited by Laurence Perrine.

ENGLISH 3. Four hours. The class hours are divided between the study of literature and composition. Fiction, drama, the essay, poetry, and biography are examined in classical and modern texts, with particular emphasis upon explication. Homer's *Odyssey* is read by all sections.

There are frequent themes and class papers, and special attention is given to practical problems of syntax and rhetoric.

Representative texts are *Far from the Madding Crowd, Victory, Gulliver's Travels, Ethan Frome,* Peterson's *Notes on The Odyssey*; plays of Shakespeare, Sheridan, Shaw, O'Neill, Wilder; Williams' *The Pocket Book of Modern Verse,* Untermeyer's *A Concise Treasury of Great Poems.*

ENGLISH 4. Four hours. The course gives training on an advanced level (1) in the reading and discussion of literature, chiefly English and

American; (2) in close reading of selected passages of prose and poetry; (3) in logical thinking; (4) in composition and rhetoric. The course seeks to stimulate active and thoughtful class discussion of the assigned reading, to establish criteria for judging books, and to develop literary taste. There is continuing practice in writing, including critical essays, term papers, and original work.

Representative texts are Homer's *Iliad,* Hardy's *The Return of the Native,* Hawthorne's *The Scarlet Letter,* Hemingway's *A Farewell to Arms,* Fitzgerald's *The Great Gatsby,* Conrad's *The Nigger of the 'Narcissus',* Sophocles' *Oedipus the King* and *Antigone,* Ibsen's *Ghosts,* Shakespeare's *Hamlet, Othello,* and *King Lear,* Shaw's *Saint Joan* and *Caesar and Cleopatra,* Thoreau's *Walden,* Dean's *Essays* (Harcourt, Brace), Williams' *A Little Treasury of Modern Poetry* (Scribner), Untermeyer's *The Book of Living Verse.*

ENGLISH 5. Four hours. An elective course in American Literature open to students who have successfully completed four years of secondary-school English or who have otherwise demonstrated ability to do advanced work in English. The anthology for class use is *A College Book of American Literature,* edited by Ellis, Pound, Spohn, and Hoffman (American Book Co.).

ENGLISH 5C. Four hours. An elective course open to students who have successfully completed four years of secondary-school English but who desire further training in composition. Extensive writing of both outside and class papers is the main business of the course. Much of the writing is based on a study of models in Haines's *Problems in Prose.* In addition there is both extensive and intensive reading within one literary period—Romantic, Victorian, or Modern.

ETHICS

ETHICS—PERSONAL AND SOCIAL. Two hours. An elective course for Seniors and Upper Middlers involving the discussion of values, attitudes, codes of conduct, and patterns of culture. Drawing on the ethical implications of various systems of Greek philosophy, upon our Judeo-Christian heritage, and the views of certain contemporary writers, the course will focus upon such problems of contemporary life as individual integrity, freedom and responsibility, forms of property, earning and spending, marriage and divorce, sexual morality, patriotism, and the use of force.

FRENCH (See *Modern Foreign Languages*)

GERMAN (See *Modern Foreign Languages*)

GREEK (See *The Classics*)

HISTORY

The courses in history have two purposes. They are arranged to provide information in company with other subjects; they are developed consecutively to give increasing experience in precision of thinking and to train students in the logical expression of what they know. The system of courses is scaled during the first year to the potentialities of the younger students, stressing the topical approach; it becomes increasingly mature and analytical during the succeeding years.

History 1. Ideas in Motion. Three hours. The course is designed to provide Juniors with a series of stimulating examples of man's development and culture. The focal point is man's experiences and ability to adapt circumstances to his needs, to work with others for common purposes. With this objective, the course shows man in several environments: Man and the Land—Geography; Man's Entrance into History—the River Civilizations; Man Makes a Living—Economics; Man Organizes with Others—Government; Man Tries to Understand the Unknown—Religion; Man Resorts to Force—War; Man Utilizes Nature—Science.

The appropriate contributions of ancient civilizations will usually be the starting point of each topic, which will be carried through to modern times. By this technique the boy will be able to relate his work to some degree to his own experiences. Lectures on aspects of specific topics will occasionally be given to prepare the boy for later work in this method.

Each topic will be approached through textual and supplementary readings, class discussions, and training in essay writing. Illustrative material—films, slides, displays—will be used wherever possible. Students will be encouraged to pursue their own special historical interests through reports, papers, and projects.

Text: Boak, Slosson, Anderson, Bartlett, *History of Our World* (Houghton Mifflin). Supplementary Books (all available in paperback or inexpensive cloth editions): J. M. Mogey, *Study of Geography* (Oxford); H. W. vanLoon *Story of Mankind* (Pocket); L. Cottrell, *The Anvil of Civilization* (Mentor); A. R. Burns, *Pericles and Athens* (English Universities); R. Burlingame, *Machines That Made America* (Signet Key); J. Gaer, *How Great Religions Began* (Signet Key); F. Pratt, *The Battles That Changed History* (Doubleday Dolphin); *A Short History of Science* (Doubleday Anchor).

History 2. Men and Great Issues of History. Four hours. The course for Lower Middlers will be a study of outstanding people and significant events in the history of Europe. A textbook will be used as background material, with usually a week's textual assignment of a biography or an important historical event. The course will illustrate the interplay of people upon their times, and the influence of events upon a country or a period of history. The biographies and events will cover such topics as: Eleanor of Aquitaine and Mediaeval Europe; Lorenzo de' Medici and the

Renaissance; Martin Luther and the Reformation; Christopher Columbus and the Age of Exploration; Elizabeth I and the Dynastic State; Peter the Great and the Emergence of Russia; Napoleon and the French Empire; the Georgian Period; the Industrial Revolution.

Where available, films will be used to illustrate men and their times. Members of other departments will offer lectures in their special fields. Periodically students will be expected to write papers on special topics of their particular interest.

Text: Brinton, Christopher & Wolff, *A History of Civilization,* (Prentice-Hall); Supplementary books: A. Kelly, *Eleanor of Aquitaine* (Vintage); Aday, *C. Lorenzo de' Medici* (Macmillan); R. Bainton, *Here I Stand, A Life of Martin Luther* (Mentor); J. Neale, *Queen Elizabeth I* (Doubleday Anchor); S. Morison, *Christopher Columbus, Mariner* (Mentor Book); W. H. Lewis, *The Splendid Century,* (Doubleday Anchor); E. Andrade, *Sir Isaac Newton: His Life and Work* (Anchor); B. Summer, *Peter the Great and the Emergence of Russia* (Macmillan); Kronenberger, *Kings and Desperate Men* (Vintage Book, Random House); Calaincourt, *With Napoleon in Russia* (the Universal Library).

History 3. Modern Europe. Four hours. For Upper Middlers the course will be a background survey from 1500 A.D. to the end of the 17th century, and an intensive study of events and periods from the French Revolution to the present day. The course will be chronological and will deal in particular with significant issues: The Development of Absolutism and Constitutionalism; Problems of the Balance of Power; the French Revolution and the Napoleonic Empire; Revolution as an Historical Process; Rise of the Middle Class; the Challenge of Socialism and Marxism; Imperialism of the 19th Century; the Germany of Bismarck; the Diplomacy of World War I and the Peace Settlement; the Russian Revolution and the Soviet Union; the Dictatorship and Politics of Fascist Italy and Nazi Germany; World War II and the Search for Security; the Cold War; Issues of Foreign Policy of the United States and the Soviet Union.

Qualified students will be prepared for the Advanced Placement examination in Europeon History.

Texts: Palmer & Colton, *A History of the Modern World* (Knopf); Goldwin Smith, *A History or England* (Scribner); Hall & Davis, *The Course of Europe Since Waterloo* (Appleton-Century); Black & Helmreich, *Twentieth Century Europe* (Knopf). Readings: E. Weber, *The Western Tradition* (Heath).

History 4. The United States. Five hours. The course for Seniors, opens with the American Revolution and proceeds through the transition from Confederation into Federal Union, from conflict and division to reunion, and the growth of the United States as a world power. It closes with events of the present time. It surveys the westward movement, the

plantation system, the development of industry, the labor movement, and the foreign policy of the American government.

Although public affairs are the central theme, stress is placed upon geographical, economic, social, and governmental problems; the careers of eminent men are examined in relation to these problems. Much attention is given to historical decisions of the Supreme Court. Matters of literary, intellectual, religious, and philosophical import are indicated but not stressed. Students with a satisfactory average may with permission elect to write a winter term paper in lieu of the winter term final examination.

Texts and reference works:

General: Morison and Commager, *The Growth of the American Republic*; Randall, *The Civil War and Reconstruction*; Hacker and Kendrick, *The United States Since 1865*; Mitchell and Mitchell, *American Economic History*; Malone & Rauch, *Empire for Liberty*; Amherst Series.

Source Books: Commager, *Documents of American History*; MacDonald, *Documentary Source Book of American History*; Evans, *Cases on American Constitutional Law* (Fenwick Edition).

Special Histories Cited Frequently Throughout the Syllabus: Baily, *A Diplomatic History of the American People*; Bemis, *A Diplomatic History of the United States*; Bartlett, *The Record of American Diplomacy*; Swisher, *American Constitutional Development*; Kelly and Harbison, *The American Constitution*; McLaughlin, *A Constitutional History of the United States*; J. W. Pratt, *History of U. S. Foreign Policy*; D. Brogan, *Era of Franklin D. Roosevelt*; H. U. Faulkner, *From Versailles to the New Deal.*

Special Historical Works Cited at Appropriate Places in the Syllabus: The Bassett, Turner, McDonald and Dunning volumes of the older *American Nation Series*; Nettles, *The Roots of American Civilization*; Miller, *The Origins of the American Revolution*; Corwin, *John Marshall and the Constitution*; Nevins, *Ordeals of Union* (2 vols.); Nevins, *Emergence of Lincoln* (2 vols.); Pringle, *Theodore Roosevelt*; Allen, *Lords of Creation*; Corwin, *The Constitution and What It Means Today*; Mason & Leach, *In Quest of Freedom*; R. Hofstadter, *American Political Tradition.*

History 5. Politics of International Relations. Two hours. An elective course for Seniors. The emphasis will be upon the politics of 20th-century nations and their effects upon United States foreign policy and international relations. The course is organized to introduce students to the many factors affecting Great Power politics, and to demonstrate the casual relationships in modern international events: the Fundamentals of International Relations; Power Politics; National Interests and Objectives; Geography and World Politics; Economics and World Politics; Significant Nations and Areas; Modern Europe; the Soviet Union; China; Emerging Africa; Latin America; United States foreign policy, its making and execution, development since 1945, the factors influencing it.

Readings will be in such sources as: *Rockefeller Reports,* "International Security—the Military Aspect," "Mid-Century Challenge to U.S. Foreign Policy" (Doubleday); George F. Kennan, *Russia, The Atom and the West* (Harper); Overstreet, *What We Must Know About Communism* (Pocket Book); Crossman (Ed.), *God That Failed* (Bantam); Hahn & Neff, *American Strategy for the Nuclear Age* (Anchor); American Assembly, *The United States and Latin America* (Columbia); William Benton, *The Voice of Latin America* (Harper); V. M. Dean, *Builders of Emerging Nations* (Holt); W. B. Smith, *My Three Years in Moscow* (Lippincott); R. Strausz-Hupe, *Protracted Conflict* (Harper); A. Boyd, *Atlas of World Affairs* (Methuen), P. Ritner, *Death of Africa.*

History 6. An Introduction to Asia. Two hours. It is the purpose of this course to introduce the American student to Asia, through study and critical examination of the histories of China and Japan. This approach does not, nor can it profitably, exclude consideration of Asia's classical civilization; but it does tend to place major emphasis upon the past century and one half. Topics covered include: The Roots of Chinese and Japanese society; the Western Impact Upon Asia; China's and Japan's Response to the West; the Rise of Asian nationalism; Japan as a World Power; the Rise of Mao and the Chinese Communists; Asia in World War II; United States Policy in Post-War Asia.

The course consisting of reading, lectures, class discussion, map exercises and work projects is open to members of the Upper Middler and Senior classes. Textual material and supplementary readings are taken from such works as Clyde, P. H., *The Far East*; Reischauer, E. O., *Japan Past and Present*; Fairbank, J. K., *The United States and China.*

LATIN (See *The Classics*)

MATHEMATICS

The courses in mathematics have two purposes. The first is to give the student at each level an appreciation of the mathematical structure and thus of the essential aesthetic quality of the mathematical field he is working in. The second but equally important purpose is to assure a boy a command of the appropriate technical skills without which he cannot go on in higher courses in school or college. Each year constant and consistent problem work helps to make concrete the abstract ideas of mathematics. Each year an attempt is made to give the student an idea of the way in which mathematical ideas grow by repeated abstraction and generalization from the physical phenomena with which he is familiar.

Thus the study of algebra begins with the properties of the natural numbers of arithmetic and progresses to the study of the integers, the rational numbers, the irrational numbers and an introduction to the real and complex numbers. An introduction to the concept of proof in simple

algebraic and geometric situations is made early in the first two years. Later these ideas are sharpened and extended in both fields. A basic concern with relations and functions of numbers paves the way for a systematic study in the last two years of a variety of continuous and discrete functions.

Besides its regular sequence of courses the department provides accelerated and advanced courses for those boys able and willing to move faster than normal.

Mathematics 1B. First Year Algebra. Five hours. The course provides an intensive study of the procedures of elementary algebra through the solution of quadratic equations. Texts: Johnson, Lendsey and Slesnick *Modern Algebra, First Course* (Addison Wesley); Sanborn, Nason and Sides' *First Year Exercises in Algebra with Reviews and Examinations* (Phillips Academy).

Mathematics 1A. First Year Algebra. Five hours. The prerequisite of the course is an elementary knowledge of algebra through the solution of simultaneous linear equations of two unknowns. The texts are those used in Mathematics 1B.

Mathematics 1-2. Two Years of Algebra. Five hours. For able students who would normally be candidates for first year algebra, but who on the basis of satisfactory records and placement examinations are permitted to enter a section that in one year completes both Mathematics 1 and Mathematics 2. The course is formed six weeks after the opening of school. Texts: Same as those of Mathematics I and Mathematics 2.

Mathematics 2. Geometry. Four hours. This course covers a program of plane geometry using both synthetic and analytic methods. During the work with plane geometry, the natural extensions to solid geometry are made. At the end of the year the student will have a knowledge of methods of proof and of geometrical facts and concepts in both two and three dimensions.

Mathematics 2X. Five hours. For the able student after completion of either Mathematics 1B or Mathematics 1A. With Mathematics 4 X, the course forms a sequence that by the end of the Upper Middle Year completes Mathematics 2, 3, and 4. Mathematics 2X is also open to selected students entering the school as Lower Middlers. Students who successfully complete both Mathematics 2X and Mathematics 4X are prepared to take Mathematics 5 or some other elective in their Senior year.

Mathematics 3. (1963-64) Algebraic analysis. Five hours. This course will be designed to follow courses in first year algebra and geometry

Note: 1962-63 will be a transitional year since the sequence of mathematics courses as previously given is being altered. The 1962-63 course in Geometry will be followed in 1963-64 by a course in algebraic analysis for which a preliminary description is provided under the heading: Mathematics 3 (1963-64). The courses described as Mathematics 3A and 3B (1962-63) will not be given after this year.

equivalent to those described above, which roughly parallel those published by the School Mathematics Study Group for the same levels.

Mathematics 3A. (1962-63) Geometry. Five hours. The normal course in Mathematics 3 for students who have completed college entrance requirements in two years of elementary and intermediate algebra. It covers a program of plane geometry using both synthetic and analytic methods. During the work with plane geometry, the natural extensions to solid geometry are made. At the end of the year the student will have a knowledge of methods of proof and of geometrical facts and concepts in both two and three dimensions.

Mathematics 3B. (1962-63) Second Year Algebra and a Review of Geometry. Five hours. A course for incoming students who have completed college entrance requirements in one year of elementary algebra and in one year of geometry. It covers the work as outlined in Mathematics 2, but also includes a review of plane geometry and some work in solid geometry. Texts: Richardson's *College Algebra* (*Alternate Edition*) (Prentice Hall); Tower and Sides' *Reviews and Examinations in Algebra* (Heath); Smith and Fagan's *Mathematics Review Exercises, Third Edition* (Ginn).

Mathematics 4. Advanced Algebra, Trigonometry, and an introduction to Elementary Probability with applications to Statistics. Five hours. The course emphasizes the study of the elementary functions: algebraic, exponential, logarithmic, and trigonometric. Analytic trigonometry is covered thoroughly. During the second half of the year the work is in elementary probability with applications to statistics. Texts: Fisher and Ziebur's *Integrated Algebra and Trigonometry* (Prentice Hall); Mosteller, Rourke and Thomas's *Probability, A First Course* (Addison Wesley); Smith and Fagan's *Mathematics Review Exercises, Fourth Edition* (Ginn).

Mathematics 4X. For details of the course, see the description of Mathematics 2X above. Completion of Mathematics 4X meets the college requirements for four units of mathematics.

Mathematics 5. Calculus With Analytic Geometry. Four hours. The course corresponds to the introductory course in calculus given in many colleges and universities. It is open to those who have completed the regular four-unit sequence in secondary school mathematics. Completion of the course offers a student the opportunity to qualify for advanced placement in college mathematics. Text: Thomas's *Calculus and Analytic Geometry, Third Edition, Part I.* Addison Wesley Publishing Co.

Mathematics 6. Four hours. A special course offered as needed for the few boys who complete Mathematics 5 before their senior year. The content of the course varies with the needs of the students. This year it has been a course in Intermediate Calculus based on such books as

Courant's *Differential and Integral Calculus,* Apostol's *Mathematical Analysis,* and Buck's *Advanced Calculus.*

MATHEMATICS T. PLANE TRIGONOMETRY. Two hours. An elective course restricted to Seniors who are unable to schedule Mathematics 4. It is a thorough presentation of plane trigonometry with particular emphasis on its analytic aspects.

MATHEMATICS S. INTRODUCTION TO FINITE MATHEMATICS. Two hours. An elective course for seniors who do not plan to continue mathematics in college and who are not taking any other mathematics in their senior year. This course is not computational in nature nor does it draw heavily on previous mathematical background. It is designed to give a student insight into several aspects of modern mathematics and a broad view of mathematical thinking. Applications will be drawn from the fields of social science, industry or business rather than from the physical sciences. The text book will be one similar to "Introduction to Finite Mathematics," by Kemeny, Snell and Thompson.

MATHEMATICS L. INTRODUCTION TO LINEAR ALGEBRA. Two hours. An elective course open to seniors who have finished at least three years of mathematics. It may be taken simultaneously with either Mathematics 4 or 5, since it will not duplicate but will supplement the work done in those courses. The algebras of vectors and matrices will be studied together with their applications to other areas of mathematics and to the physical sciences. The textbook will be one similar to the "Introduction to Matrix Algebra," written for high schools under the sponsorship of the School Mathematics Study Group.

MECHANICAL DRAWING

Two hours. A descriptive drawing course, which includes the use of drawing instruments and the study of geometric construction, orthographic projection, descriptive geometry, isometric projection, oblique projection, conventional practices, assembly and detail engineering drawings, and blueprinting. Special stress is placed on a thorough mastery of fundamental concepts and skills. Students of exceptional ability are given an opportunity to do more advanced work in a related field of their choice. The text in use is French and Vierck's *Engineering Drawing,* supplemented by motion pictures.

MODERN FOREIGN LANGUAGES

All foreign languages offered by Phillips Academy are acceptable for admission to college. For graduate study, and particularly for the Ph.D. degree, French and German are frequently required.

Chinese

CHINESE 2. Four hours. This course is open to Seniors who have successfully completed the ten-week summer course of Chinese Language (Chinese 1) at the Institute of Asian Studies for College Preparatory Students. The Institute, of which Phillips Academy is an Associated Member, holds its summer session at Thayer Academy, Braintree, Massachusetts.

CHINESE 2 will work toward increased mastery of the written and oral language in preparation for advanced work at the college level. Texts to be announced.

French

The Department of French offers a five-year course of study. The goal is to teach the students to understand and to speak as well as to read and to write French. Methods parallel as closely as possible the natural way of learning the mother tongue: hear the language first, then say what has been heard; next, read; finally, write. Pronunciation, rhythm, and grammatical accuracy receive constant emphasis throughout each year. At no time does the Department teach the art of translation. French is exclusively the language of the classroom, from the first meeting. Each student must provide himself with a French dictionary (Nouveau Larousse élémentaire).

The Department places in special "X" sections students who at the end of the first year show exceptional aptitude and interest in the language. These sections move more rapidly without demanding more time. They enable students, who qualify by examination, to receive four units credit at the end of three years.

FRENCH 1. Nine hours. The course has no texts, no outside assignments. Students at no time see any French. Classes, limited to 15 boys, meet nine times weekly, with two different instructors, one a native Frenchman. Stress, during the first year, is on listening and speaking. The aim is to develop complete familiarity with many fundamental speech patterns. Classes make use of slides, films and tapes.

A more conventional five-hour course with homework is open to boys whose programs require fewer classroom hours. Text: Robin & Bergeaud, *Le Français par la méthode directe*, Book I (Hachette, Paris). Emphasis is still on listening-speaking, but there is some reading and writing, in and out of class.

FRENCH 1-2. Five hours. For new boys who have had some previous study of French, but not enough to qualify for French 2. Successful completion of the course enables a student to enter French 3 the following year. Texts: Robin & Bergeaud, Books 1 & 2; *Anthologie*.

FRENCH 2-A. Five hours. For boys who have started French under the Andover method. Texts: Robin & Bergeaud, Book 2; *Anthologie*.

FRENCH 2-B. Five hours. For new students not accustomed to the Andover method. Successful completion of the course admits to French 3. Texts: Robin & Bergeaud, Book 2: *Anthologie.*

FRENCH 2-SPECIAL X. Five hours. An accelerated course for qualified students, covering material of both French 2 and French 3. At the end of the year, students who earn the teacher's recommendation are eligible to enter French 4, but receive only the same unit credit as French 2.

FRENCH 3. Four hours. Texts: Mauger, Cours de langue et de civilisation françaises, Book 3 (Hachette, Paris); *Topaze*; *La Symphonie pastorale.*

FRENCH 4. Four hours. While primarily a course of language, French 4 introduces students, through readings in Mauger, Book 4 and complete editions of standard French authors, to contemporary French culture as well as to literature from early to modern times.

FRENCH 5. Four hours. A literary study of great masterpieces of French literature throughout the centuries together with a general review of vocabulary and grammar.

FRENCH T. Two hours. For students who have credit for two years of French but whose programs do not permit a four-year course.

FRENCH S. Two hours. Similar to French T, but for students who have credit for three years of French.

FRENCH 5-MINOR. Two hours. Two designated hours of French 5 for students who have credit for four years of French.

German

The German Department offers a five-year course with the following objectives: (1) ability to understand spoken German, (2) facility in speaking the language, (3) reading fluency, (4) ability to write German with reasonable correctness, and (5) an introduction to German literature since the eighteenth century.

From the first meeting, all classes are conducted in German. English is never used as the classroom language.

The Department offers an accelerated course for students who show unusual ability in German 1. After completion of German 2X, these students enter German 4 and receive four units of credit after three years of study.

GERMAN 1. Five hours. The beginning course seeks to develop aural comprehension and oral expression. The basic patterns of the language are practiced by repetition and variation. Texts: Kessler, *Deutsch für Ausländer,* Part I; Schulz-Griesbach, *Deutsche Sprachlehre für Ausländer (Grundstufe)*; Schulz-Griesbach, *Leseheft für Ausländer.*

GERMAN 2. Five hours. The systematic study of basic patterns is continued with Schulz-Griesbach, *Deutsche Sprachlehre für Ausländer.* Both close and comprehensive reading of modern German prose is practiced extensively. Elementary writing is introduced at this level, mostly in the form of summaries of the reading material. Some of the books read recently include, Scholl, *Die Weisse Rose*; House and Malthaner, *Helles und Dunkles*; Kessler, *Kurze Geschichten*; Werfel, *Jacobowsky und der Oberst.*

GERMAN 1-2. Six hours. The course is designed for qualified seniors who wish to complete in one year the material covered in German 1 and 2. It follows approximately the outline of those two courses.

GERMAN 2X. Five hours. An accelerated course for qualified students, covering material of both German 2 and German 3. Successful completion enables a student to enter German 4, but gives only the same unit credit as German 2.

GERMAN 3. Four hours. Throughout the year grammar is reviewed in Schulz-Sundermeyer, *Deutsche Sprachlehre für Ausländer.* The following texts are read: Dürrenmatt, *Der Richter und sein Henker*; Zuckmayer, *Die Fastnachtsbeichte* (a novel); and Zuckmayer, *Das Kal te Licht* (a drama). Emphasis is placed on comprehension, vocabulary building and written work. In the third term, selected literary prose is read and interpreted, ranging from Goethe to Wiechert. Text: Fleissner and Fleissner, *Die Kunst der Prosa.* A short study of German poetry is made and work is assigned in German newspapers and magazines. Outside reading, to be selected from a list of modern prose and drama, is required.

GERMAN 4. Four hours. Introduction to German literature. Through detailed stylistic analysis of a number of outstanding works, the students are introduced to some of the major authors and to the most significant trends in German literature since 1750. The works read include: Storm, *Der Schimmelreiter*; Eichendorff, *Aus dem Leben eines Taugenichts*; Keller, *Die drei gerechtn Kammacher*; Kleist, *Michael Kohlhaas* and *Der zerbrochene Krug*; Mann, *Tonio Kroger*; Rilke, *Ausgewählte Gedichte*; Goethe, *Urfaust* and *Iphigenie.* The Advanced Placement Examination can be taken at the end of this course.

GERMAN 5. Two or four hours. The literary works read in the course serve as a means of understanding the origins of contemporary Germany. First term: Goethe and his age. Second term: 19th century, romanticists and realists. Third term: trends of the 20th century. Students are expected to take the Advanced Placement Examination.

GERMAN S. Two hours. For seniors who wish to continue German as a minor subject. Contents vary according to the needs of the students. The Advanced Placement Examination can be taken after the course.

Russian

The courses in Russian systematically explain the structure of the language and develop the student's skill in speaking, aural comprehension, reading, and writing.

RUSSIAN 1. Five hours. An elementary course in speaking, reading, and writing Russian. Texts: Fayer, *Basic Russian,* Books One and Two (Pitman); *Elementary Russian Conversation* (Heath); *Graded Russian Readers* (Heath). Recordings are provided for drill in pronunciation. Open to Lower and Upper Middlers, subject to the approval of the instructor.

RUSSIAN 1-2. Six hours. An accelerated elementary course, presenting the principal features of the Russian language, with intensive practice in speaking, reading, and writing, designed to prepare students for second-year college courses. Texts: von Gronicka, *Essentials of Russian,* Third Edition (Prentice-Hall); *Elementary Intermediate,* and *Advanced Russian Conversation* (Heath); *Graded Russian Readers* (Heath). Recordings are provided for drill in pronunciation. Open to Seniors, and, with approval of Class Officers, to Upper Middlers with a satisfactory record in another foreign language.

RUSSIAN 2. Five hours. Completion of the presentation of the principal features of the language, with increased emphasis on conversation. Texts: Fayer, *Basic Russian,* Book Two (Pitman); *Intermediate* and *Advanced Russian Conversation* (Heath); *Graded Russian Readers* (Heath); *Russian Readers II and III* (Van Nostrand).

RUSSIAN 3. Four hours. Reading, writing, and conversation, based on a variety of authors. The texts include *Russian Short Stories, XIXth Century* (Oxford); *Russian Readers IV and V* (Van Nostrand).

Spanish

The Department of Spanish offers a regular sequence of four years, but able students, by accelerating, may take five courses. The aim is to teach the students to understand the language and to speak it fluently. Spanish is used constantly in the classroom. The students are also taught to read and write the language with ease, and are given a comprehensive introduction to the literature of Spain and South America.

SPANISH 1. Five hours. The beginning course trains the students to express themselves, orally and in writing, in simple everyday Spanish. Texts: *Spanish for Conversation,* by Leslie (Ginn); *La Fuente de las calaveras,* by Pattison (Crofts); and *Cuentos americanos,* edited by Walsh (Norton).

SPANISH 1-2. Six hours. Designed for qualified seniors who wish to complete in one year the material covered in Spanish 1 and 2. Texts: *Beginning Spanish Course,* by Barton and Tyler (Heath); *Repaso,* by

Walsh (Norton); *Cuentos americanos,* edited by Walsh (Norton); *Pensativa,* by Goytortúa (Crofts); and *Cuentos criollos,* edited by Walsh (Heath).

SPANISH 2. Five hours. A continuation course that emphasizes reading and vocabulary building, including the use of synonyms and antonyms. Oral fluency is stressed, with emphasis on extemporaneous speaking. Texts: *Un Viaje por España,* by Crawford (Holt), together with such readers as *Memorias de un soldado estudiante,* by Esquenazi Mayo (Norton), and *Sueño de una noche de agosto,* by Martínez Sierra (Norton).

SPANISH 2X. Five hours. Open to students who have completed Spanish 1 with high honors. It covers the material of Spanish 2 and Spanish 3. Successful completion enables a student to enter Spanish 4 but gives only the same unit credit as Spanish 2.

SPANISH 3. Four hours. An advanced course, which continues to develop oral and aural skills as well as facility in written composition. Texts (supplemented by additional readings): *Gramática Española de repaso* by Ugarte (Odyssey); *Pensativa,* by Goytortúa; and *El Sombero de tres picos,* by Antonio de Alarcón (Ginn).

SPANISH 4. Four hours. The course aims to develop an appreciation of Spanish culture through the centuries in the entire Hispanic world. It presupposes a rather extensive knowledge of grammar and vocabulary and a fairly fluent conversational ability. Constant use of the Spanish language in the classroom discussions and written assignments is required. Frequent reference is made to all available types of illustrative material or "realia." The basic texts are Ugarte's *España y su civilización* (Odyssey) and del Río's *Del Solar hispánico* (Dryden) for cultural and historical background, as well as grammatical review. Among the literary works read in the course are *La Barraca,* by Blasco Ibáñez (MacMillan) and *Las Lanzas coloradas,* by Uslar Pietri (Norton), as well as novels, plays and essays found in such collections as *Biblioteca Clásica Ebro.*

SPANISH 5. Four hours. For students who have had four years of Spanish or its equivalent. The course, conducted entirely in Spanish, concentrates upon various periods of Spanish and Spanish American literature, such as *Don Quijote de la Mancha,* the Golden Age Drama, Romanticism, the Novel, etc. Outside reading is required. The basic texts are *Cuatro Comedias* edited by J. M. Hill and M. M. Harlan (Norton) and *Diez Comedias del Siglo de Oro* edited by H. Alpern and J. Martel (Harper and Brothers).

SPANISH S. Two hours. A minor course open chiefly to seniors who have had three years of Spanish. It is designed to keep them in contact with the language before they continue its study in college, and is conducted entirely in Spanish.

SPANISH C. Two hours. A course covering a survey of the historical and political background of the Western hemisphere south of the United States. The civilization existing before the exploration of Columbus will be studied and discussed. Particular emphasis will be placed on the discovery and conquest of the New World by the Spaniards and Portuguese. During the Spring term the students will study the position of Latin America in the world of today.

Conducted in Spanish, the course will be open to students who have completed Spanish IV or its equivalent, and, by permission of the instructor, to well qualified students who have completed Spanish III.

MUSIC

The aims of the Music Department are to provide every student with an enriching experience in music and to give him an understanding of the art. Its aims are achieved by the study of theory and by active participation in music making: individual lessons, recitals, group rehearsals, formal and informal concerts, and one operetta or musical comedy presented each year.

CHORUS, CONCERT BAND, ORCHESTRA. Each of these is a minor course not requiring outside preparation but counting for two hours of academic credit. Each course meets four periods a week: two afternoons at 4:13 and two evenings between 6:45 and 7:45. Upper Middlers may take any one of these courses in fulfillment of the diploma requirement in Music or Art. With the approval of the Class Officers Committee, members of the other classes may elect any one of the three courses as a minor course, *in addition to* the minor course normally required in each year. Volunteers, not enrolled in the courses for credit, may join the sessions of such courses as an extracurricular activity.

INTRODUCTION TO MUSIC. Two hours. The purpose of the course is to help students gain understanding and enjoyment of various forms of music. It presents aspects of the development of musical thought, including examples of folk music and the music of the baroque, romantic, classical, and modern schools, including jazz. The subject matter is illustrated with recordings and live demonstrations.

MUSIC APPRECIATION. Two hours. The course is basically a history of music with added consideration of the development of musical form and orchestration. Recordings are used extensively for study and classroom illustrations. Open to Seniors and qualified Upper Middlers as an elective.

HARMONY. Two hours. The course equips the student with a knowledge of basic harmonic structure, and enables him to harmonize a melodic line in traditional four-part fashion. An ability to read music is a prerequisite for the course. Open to Seniors and Upper Middlers.

PRIVATE INSTRUMENTAL AND VOCAL LESSONS. Two hours. Weekly instruction in keyboard, orchestral, and band instruments, or in voice, may be counted as a two-hour course. One half hour of instruction is to be supplemented by four hours of practising. For advanced students arrangements can be made for a pupil to study in Boston with a professional instructor. For piano and organ students there is a separate charge of $115 a year for weekly half-hour lessons, and $200 for weekly hour lessons, plus a nominal fee for the use of practice pianos and organs. The charge for voice lessons is $90 a year for weekly half-hour lessons. Lessons are offered on all band and orchestral instruments at $75 a year. *Active members* of the Band and Orchestra receive instruction at a reduced rate.

MUSIC MAJOR. Four hours, which may be gained by the combination of any two music courses, except that the Orchestra, Chorus, and Concert Band courses may not be so combined with each other.

BEGINNERS' BAND. Any student who wishes to learn to play a brass, woodwind, or percussion instrument will be loaned an instrument and may receive group instruction in the Beginners' Band, at no expense to the student. It is assumed that members of this group are interested in eventually joining the advanced Band groups.

NAVIGATION

Two hours. The course consists of a term's work in each of the fields of piloting, nautical astronomy, and celestial navigation. Emphasis is placed on the practical application to surface navigation. Considerable plotting and tabular work are done in determining a ship's position both within sight of land and on the open sea. During the latter part of the year the opportunity to cruise may be offered to members of the class. The textbook used is Dutton's *Navigation and Nautical Astronomy,* supplemented by Navy and Coast Guard films.

PHILOSOPHY

Two hours. The course offers a study of a few central problems of metaphysics. The interdependence of metaphysical views and ethical and political attitudes is stressed, though the study of ethics and politics is not pursued so intensively as that of metaphysics. Much of the reading of the fall term is in Plato; thereafter, the chief text is Joad's *Guide to Philosophy and Metaphysics.* During the latter part of the spring term it is customary to study all, or part, of a book by a recent or contemporary philosopher: for example, Santayana, Whitehead, Langer. The final assignment is a paper requiring the student to attempt a synthesis of his views on some of the chief problems explored in the course.

PHYSICS (See *Science*)

POLITICS OF INTERNATIONAL RELATIONS (See *History*)

PUBLIC SPEAKING

Two hours. An elective course for Seniors and (in some cases) for Upper Middlers. It provides training in voice production, articulation, and speech making. Impromptu and prepared speeches help the student to develop poise, fluency, and force. The text is Turner's *Voice and Speech in the Theatre* (Sir Isaac Pitman & Sons, Ltd., London). For reference, Sarret and Foster's *Basic Principles of Speech* (Houghton Mifflin).

RELIGION

The study of religion at Phillips Academy is intended to help students towards an understanding of the Judeo-Christian heritage, and to develop the capacity to relate man's religious insights to the problems of everyday living. A knowledge of how to read the Bible is valuable in its own right, and familiarity with its contents is indispensable for appreciation of much of art, music, history and literature. Acquaintance with the basic concepts of other religions adds perspective to the understanding of one's own and deepens the sense of the importance of religion in various aspects of one's personal and social life.

Bible 1. Two hours. Required of all members of the Lower Middle class, the course traces the development of the basic religious concepts of the Old and New Testaments. It acquaints students with many of the finest passages of the Bible, and with its outstanding personalities; with the individual books and their messages; and with a sense of the progressive discovery and revelation of religious truth.

Bible 2. Two hours. An elective for Upper Middlers and Seniors, the course is a study of early Christianity. It explores the similarities and differences in the gospel records, the letters of St. Paul, Hellenistic influences, some of the non-Biblical documents of the early church and the writings of some of the early Church Fathers.

Senior Religion. Four hours. An elective course for Seniors. It includes a term's study of some of the living religions of the world and their sacred writings. A second term's work involves the study and discussion of certain basic religious problems and of various attitudes toward the meaning of life as they are reflected in a number of contemporary plays and novels. A third term is devoted to an investigation of Christian teaching, through New Testament writings and the work of some contemporary religious leaders.

SCIENCE

Although only one major science is needed to satisfy diploma requirements, many students take more. Beginning with Elementary Science, it is possible to pursue a four-year sequence of courses in science. The departments aim to provide the student with an understanding of science

and of scientific methods and thinking as a necessary part of his general education. At the same time, the subjects are covered with sufficient thoroughness to test his capacity and interest and to provide a sound foundation for later work in college, should his experience indicate the desirability of such work.

Courses designated by the letter X are more difficult than the regular ones, and admission is granted only to selected students. These courses meet for one additional class each week and use texts of the college freshman level. They thereby prepare in one year for the advanced placement examinations, and consequently for advanced standing in college. Science Honors provides a two year integrated course for those capable of advanced work, in both physics and chemistry. Able students who have taken the regular courses before their Senior year may also prepare for the advanced placement examinations by taking the minor courses indicated as S courses. In addition, the S courses provide uninterrupted progress for the student who plans further study in a particular field.

In general, students are encouraged to take a variety of courses and to acquire a broad background of knowledge in the different sciences, rather than to specialize in any subject. Hence no second-year-level courses are offered. For the student with special interests in any one area, individual projects are encouraged to the extent that they are consistent with safety, the equipment available, and the capacity of the student.

ELEMENTARY SCIENCE. Three hours. Based on a study of the earth, the course is designed to form an approach to the laboratory sciences, which follow in the later years, and also to acquaint the student with information useful to any educated person. Most of the fall term is given to a survey of physical geology, followed in the winter term by a study of the atmosphere from the points of view of biology, chemistry, and physics. After a consideration of the consequences of the shape and motions of the earth, the course ends with an outline of methods of forecasting the weather. Laboratory work is included where possible and appropriate.

ANTHROPOLOGY. Two hours. An elective offered by the Robert S. Peabody Foundation for Archaeology, the course is intended to present a brief consideration of the prehistory of North America. It is composed of lectures and reading on a variety of subjects bearing on man's life in the New World, touching on geology, climatic change and attendant changes in flora and fauna, methods of dating the past, as well as archaeology. Some discussion and reading on aboriginal societies brings the course down to the beginning of written history.

Biology

BIOLOGY. Four hours. The course in Biology covers the fundamental characteristics of living things; the nutrition, responses, and reproduction of plants and animals; the structure and functioning of the human body;

the inter-relations between all living things, with special emphasis on the influence of insects, bacteria, and other forms of animal and plant life upon man's welfare; and the principles of heredity and evolution.

The class meets four times a week, three times for discussion and once for a laboratory period. The laboratory work includes training in the use of the compound and stereoscopic microscopes and other laboratory equipment. It requires careful observation, mastery of techniques, and accurate recording of results. Several laboratory periods are set aside for field trips featuring Ecology and Conservation, and for work on individual projects.

Biology X. Five hours. An honors course, open upon invitation of the Department, to a limited number of able Upper Middlers and Seniors. In addition to the material of the regular Biology course, Biology X offers extra work in the field of physiology in preparation for the Advanced Placement Examination of the College Entrance Examination Board, success in which leads to advanced placement in college and, in some circumstances, to credit towards the college degree.

Biology S. Two hours. Open to Seniors who have completed the standard course with high grades. In addition to a review of basic biology, new material will be presented as the course progresses. The combination of review and new work prepares students for the Advanced Placement Examination in Biology of the College Entrance Examination Board.

Chemistry

Chemistry. Four hours. A college preparatory course that includes the systematic study of matter and of the changes that it undergoes. Special attention is given to modern theory. Emphasis is placed upon reasoning and general concepts rather than upon mere memorization of facts. The class meets three times weekly for lectures, demonstrations, or discussion, and once for a double period of laboratory work. Text: *Chemistry for Our Times,* by Weaver and Foster.

Chemistry X. Five hours. The course is open to a limited number of able students who have made high records in mathematics and physics. It is essentially the equivalent of a first-year college course that does not include qualitative analysis. Success on a special examination set by the College Entrance Examination Board may lead to advanced placement in college chemistry and, in some circumstances, to credit towards the college degree. Text: *College Chemistry,* by Sienko and Plane. *Laboratory Manual,* by Malm and Franz.

Chemistry S. Two hours. One period a week is for recitation and discussion of review and advanced topics; the other is a double period for laboratory work. The course is for students who have completed a regular course with good grades. Like Chemistry X, it prepares for the College Entrance Examination Board examination for advanced standing in college chemistry. Text: *College Chemistry,* by Ehret.

Physics

PHYSICS. Four hours. The course completes the requirements for entrance to college and prepares the student for further work in this or in related fields. By means of lectures, recitations, experimental demonstrations, and the solution of numerical problems, the student is taught not only the fundamental principles of physics, but also the elements of scientific method. Reference is made where possible to the implications and effect on current thought of recent advances. In the laboratory about thirty quantitative experiments are performed, for training in manipulative techniques but especially to illuminate the methods of scientific investigation. The use of the slide rule is taught and required.

PHYSICS S. Two hours. Open to Seniors who have completed a year of Physics. Chemistry and Mathematics 4 or 5 are strongly advised as concurrent courses. With the aid of a textbook prepared for college freshmen, the course reviews much of the material of elementary physics, but in considerably greater depth. In addition, a number of new topics are taken up, such as simple harmonic motion, the interference and diffraction of light, the restricted theory of relativity, and an introduction to the quantum theory. Individual study projects are assigned in the spring. Students who do well in the course are prepared to take the Advanced Placement Examination in Physics, but a first course in calculus is normally necessary before advanced placement in college can actually be achieved.

Honors Sequence

SCIENCE HONORS 1 and 2. Five hours each year. A two-year sequence, open, upon invitation of the instructor, to a small group of Upper Middlers who will complete Mathematics 5 before graduation and who show promise of unusual capacity in science and mathematics. The subject matter includes chemistry and physics, both of them carried well beyond the elementary level in text and laboratory work. It is expected that the ablest students in the sequence will be prepared to pass both the physics and chemistry Advanced Placement Examinations of the College Entrance Examination Board.

Science Honors 1 will fulfill the diploma requirement in laboratory science for students who find it inadvisable for any reason to continue to Science Honors 2.

PRIZES

Listed below are prizes open for competition in each academic year. Unless otherwise stated awards may be made in cash, or in the value of the amounts listed.

ENGLISH

Draper Prizes. For declamation. Open to members of English 3, 4, and 5. $25, $20, and $15. First awarded 1867. Funded 1878 by Warren F. Draper, Class of 1843. Awarded 1962 to (1) Alexis Plato Malozemoff, (2) Jon Christopher Geissman, (3) Van Handlin Leichliter, Jr.

Means Prizes. For declamation of original essays. Open to members of English 3, 4, and 5. $25, $20, and $15. First awarded 1868. Funded 1879 by William G. Means, of Andover. Awarded 1962 to (1) Sverre Maehlum, (2) Martin Saul Wishnatsky, (3) Richard Hanley Barry.

Robinson Prizes. For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. $70 to the winning team. First awarded 1896. Funded 1910 by Henry S. Robinson, of Andover. Awarded 1962 to Neal Jeffrey Tonken, Christopher Burns, John Robert Allison.

Schweppe Prizes. For an examination on a literary subject. Open to Senior and Upper Middle Classes. $30 and $20. First awarded 1912. Sustained since 1941 by Jean Schweppe Armour and John S. Schweppe in memory of their father, Charles M. Schweppe, Class of 1898. Awarded 1962 to (1) David Vaughan Bowen, (2) Robert Stuart McIlroy.

Goodhue Prizes. For an examination in English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. $30 and $20. First awarded 1916. Funded 1936 by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy. Awarded 1962 to (1) Harry Flato Schwethelm, Jr., (2) Stacy Guy Langton.

Clough Prize. For an essay by a Senior on an assigned literary subject. $40. First awarded 1923. Funded 1923 by friends of Charles C. Clough, Class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy. Awarded 1962 to Alexis Plato Malozemoff.

Langley Prize. For an essay on Charles Dickens. Open to members of the Lower Middle and Junior Classes. $15. First awarded 1929. Funded 1927 by Stephen S. Langley, Class of 1863. Awarded 1962 to David Lester Gang.

Leonard Prizes. For declamation of original essays. Open only to Juniors and Lower Middlers. Three prizes of books. First awarded 1942. Funded 1957 by *The Phillipian* in memory of Arthur W. Leonard, Instructor in English 1907-1941. Awarded 1962 to (1) Neal Jeffrey Tonken, (2) Darrel John Salk, (3) Chien Chung Pei.

Carr Prizes. For skill in oral English. Open only to Juniors and Lower Middlers. $16, $12, $8, and $4. First awarded 1943. Sustained by Donald Eaton Carr, Class of 1922. Awarded 1962 to (1) John Canfield Morgan, (2) Everard Kidder Meade, III, (3) Neal Jeffrey Tonken, (4) Jonathan Martin House.

Burns Prizes. For an original poem. Awarded to one student in each of the Senior and Upper Middle Classes, and to one student of either the Lower Middle or Junior Class, $20 each. First awarded 1945. Funded 1944 by Mrs. John P. O'Rourke in memory of her son, 2nd Lt. Charles Snow Burns, USAAF, Class of 1941. Awarded 1962 to *Senior,* Timothy Howard Carter; *Upper,* William Allan Kane; *Lower,* Tira Chai Kambhu.

Sumner R. Kates Prize. For an essay in American literature. $125 in cash. First awarded 1950. Funded 1949 by Sumner R. Kates, Class of 1938. Awarded 1962 to Randall Jeffrey Lewis.

John Horne Burns Prize. For an original short story. Open to all students. $35 in cash. Funded in 1961 by Mr. and Mrs. Joseph Lawrence Burns in memory of their son, John Horne Burns, Class of 1933. Awarded in 1962 to Archie Moulton Andrews, III, Hon. Mention Peter Raemin Formanek.

CLASSICAL LANGUAGES

Cook Prizes. In Greek. For an examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. $30, $15, and $10. First awarded 1879. Funded 1878 by Joseph Cook, LL.D., Class of 1857. Awarded 1962 to (1) John Burt Foster, Jr., (2) Halsey Bingham Collins, (3) Jonathan Peter Strang.

Dove Prizes. In Latin. For an examination in the translation and interpretation of Virgil. Open to Seniors or members of Latin 4. $30, $20, and $10. First awarded 1880. Sustained since 1915 from the George W. W. Dove Fund. Awarded 1962 to (1) William Allen Pugh, Jr., (2) Benjamin Winthrop White, (3) Winthrop Laflin McCormack.

Valpey Prizes. For Latin composition and Greek composition. Open to the Upper Middle Class. $20 each. First awarded 1896. Funded 1891 from a bequest of Rev. Thomas G. Valpey, Class of 1854. Awarded 1962 to Jonathan Peter Strang—Greek, Frank Dwight Stephens, III—Latin.

Johnson Prize. For Greek composition. $10. First awarded 1924. Funded 1932 by Alfred Johnson, Class of 1890, in memory of the Rev. Alfred Johnson, a graduate of Dartmouth College. No candidate.

Weir Prize. In Greek. For an examination in the translation of New Testament Greek. $70. First awarded 1928. Funded 1927 from a bequest of The Rev. William N. Weir, Class of 1895. Awarded 1962 to Peter Brooks Watson.

Benner Prize. For excellence in first-year Greek. $25. First awarded 1939. Funded 1950 by the Rogers Associates, Inc., in honor of Allen Rogers Benner, Class of 1888, for forty-six years Instructor in Greek in Phillips Academy. Awarded 1962 to James Truesdale Kilbreth, III and Everard Kidder Meade, III ($25 to be divided equally).

Department Prizes. For excellence in Latin translation and composition, $10 and $5; for recitation from memory of poetry or prose, $10. First awarded 1940. Sustained since 1947 from Winthrop Fund. In Latin 3. Translation and composition. Awarded 1962 to Jose Raul Gonzalez, (2) Ralph Paul Davis for Latin 3 Translation. 1962 to Marvin Hayne Kendrick, Jr., (2) Halsey Bingham Collins, Jr. for Latin 2 Translation. Awarded 1962 to John Barnes Samp for Latin 1 Recitation, Hon. Mention to Steven Jay Seeche. Awarded 1962 to Jeffrey Glynne Wright for Latin 2 Recitation. Awarded 1962 to Stephen Bradner Burbank for Latin 3 Recitation.

Catlin Prize. To be awarded regardless of need, to a member of the Upper Middle Class of outstanding scholarship and deportment, who, on completion of Greek 2 or Latin 3 at Phillips Academy, shall include in his Senior program a major course in Greek or Latin. $1,000. First awarded 1945. Funded 1944 from a bequest of George H. Catlin, Class of 1863. Awarded 1962 to Bruce MacFarlane Chapin.

GERMAN

Stevenson Prize. For excellence in German composition, oral and written. Open to the Senior and Upper Middle Classes. $15. First awarded 1904. Funded 1904 by Robert Stevenson, Jr., Class of 1896, in memory of his father. Awarded 1962 to Ernst John Schaefer; Honorable Mention, Timothy Howard Carter.

FRENCH

Taylor Prize. For excellence in French conversation and composition. A selection of French books. First awarded 1909. Funded in part 1908 by a member of the Class

of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, Treasurer of Phillips Academy 1852-1868. Awarded 1962 to Jeremy William Heist.

Department Prizes. For aural ability. To those students in their first and second year of French who receive the highest marks on a special examination to test aural comprehension. First and second prizes in books. First awarded 1946. Sustained by an anonymous donor. Awarded 1962 in French 1 Regular Sections, Matthew James McClure; French 1 Special Sections, Sean Kevin Kennedy; French 2 Regular Sections, Harry Flato Schwethelm; French 2 Special Sections, Gerald Eldridge Miller, Jr.

Anthony D. Graves Prize. For improvement during the first year of the study of French. To the student whose application and effort result in the greatest over-all improvement. $25. First awarded 1954. Funded 1954 by Mrs. Charles F. Pease in memory of her father. Awarded 1962 to Daniel Sheldon Cooper.

Forbush Prize. For excellence in French 3. A book or books. First awarded 1956. Funded 1955 by students and friends of Guy Johnson Forbush, Instructor in French at Phillips Academy 1917-1920, 1924-1955. Awarded 1962 to Alberto Jose Pico.

SPANISH

Hayden Prize. For excellence in oral Spanish. To a member of the first-year Spanish course who, in the opinion of the faculty, has made the greatest progress in oral Spanish. $35. First awarded 1945. Funded 1945 by Mr. and Mrs. Howard P. Hayden, of Santiago, Chile. Awarded 1962 to Robert George Nahill and Malcolm McDougal Brown.

HISTORY

Lauder Prizes. For an examination in the history of England and the British Empire. $25, $15, and books. First awarded 1913. Funded 1916 by George Lauder in memory of his son, George Lauder, Jr., Class of 1897. Awarded 1962 to (1) James Hazlett Binns, Jr., (2) Rhidian Morrow Morgan.

Haymond Prizes. In American History. To undergraduates taking the course in History of the United States, for an essay on the Constitution of the United States. $50, $25, $10, and books. First awarded 1943. Sustained by The Honorable Frank C. Haymon, in honor of his sons, William Stanley Haymond, 2d, Class of 1942, and Thomas Arnette Haymond, Class of 1943. Awarded 1962 to (1) Van Handlin Leichliter, Jr., (2) Benjamin Winthrop White, (3) Henry Claxton Binford.

Grace Prizes. In American History. For an essay on the Bill of Rights or other historical topic related to our heritage of human liberty. $70, $45, $35, and books. First awarded 1953. Funded 1951 by Oliver R. Grace, Class of 1926, in memory of his father, Morgan H. Grace. Awarded 1962 to (1) Bruce Macfarlane Chapin, (2) Richard Anthony Moore, Jr., (3) Andrew Harris Levy; Hon. Mention, Robert Bruce Puritt.

Marshall S. Kates Prizes. In American History. To undergraduates taking the course in History of the United States for an essay on a topic in the field of American History. $50, $30, $20, and books. First awarded 1953. Funded 1952 by Marshall S. Kates, Class of 1939. Awarded 1962 to (1) Jon Christopher Geissmann, (2) John Marshall Richardson, (3) Alexis Plato Malozenoff; Hon. Mention, Richard Hanley Barry.

Webster Prizes. For excellence in Ancient History, European History, or Contemporary Affairs. Open to all students taking the courses, on the basis of competitive examinations or proficiency in current work, at the discretion of the department. $125 in money and books. First awarded 1956. Funded 1956 by Dean Kingman Webster, Jr., Class of 1915. Awarded 1962 to (1) Michael Timothy Madison in History 1; (2) Ralph John Swanson; (1) John Harding Moran Collins, (2) Lauent Alpert in History 2. 1962 for Contemporary Affairs to (1) Francisco Ricardo Roberto de Sola, Jr.; (2) Yaguba Amadou Jallow.

MATHEMATICS

CONVERS PRIZES. In Plane Geometry. Awarded on the basis of an examination in Plane Geometry covering analysis on the originals, numericals, loci, and constructions. $100, $75, $50, $25, $10, and books. First awarded 1898. Funded 1898 by E. B. Convers, Class of 1857, and extended in 1951 by the former prize men. Awarded 1962 to (1) Tadataka Yamada, (2) Jeffrey Glynne Wright, (3) Alan Bendix Rubenstein, (4) John Burt Foster, Jr., (5) Thomas Ramsdell Cory.

EATON PRIZE. For excellence in Algebra. To a member of the Junior Class outstanding for proficiency in first-year Algebra. $20. First awarded 1938. Funded 1957 by bequest of Thaxter Eaton, Class of 1904, in memory of his father, George T. Eaton, Class of 1873, for fifty years instructor in Mathematics at Phillips Academy. Awarded 1962 to John Baines Samp.

MCCURDY PRIZES. For excellence in Senior Mathematics. For Seniors in the regular fourth year Mathematics program. Awarded on the basis of classroom work and an examination. $35 and $25. First awarded 1941. Funded 1940 by the family of the late Matthew S. McCurdy, in memory of his connection with Phillips Academy as Instructor in Mathematics 1873-1921. Awarded 1962 to (1) Martin Saul Wishnatsky, (2) Robert Jeremiah Keller.

BAILEY PRIZE. In Lower Middle Mathematics. On the basis of an examination at the close of the year. $35. First Awarded 1946. Funded 1946 by Edward Bailey Crichton, Class of 1946, in memory of his grandfather, Edward Bailey, Class of 1878. Awarded 1962 to David Benson Roe, Hon. Mention Richard Elliott Fleming.

WATT PRIZES. In Elementary and Intermediate Algebra, Plane and Solid Geometry, Plane Trigonometry and Advanced Algebra. For Seniors. Awarded on the basis of a comprehensive examination covering the analytical work of secondary school Mathematics. $125, $75, $25, and books. First awarded 1954. Funded 1953 by J. Lester Parsons with the cooperation of William C. Ridgway, Jr., Class of 1925, and William C. Ridgway, 3d, Class of 1953, in memory of Frederick Ellsworth Watt, Instructor at Phillips Academy 1933-1951. Awarded 1962 to (1) Douglass Bert Morris, (2) Robert Jewell Klahn, Jr., (3) J. Quentin G. H. Rappoport.

TOWER PRIZE. For excellence in Analytic Geometry and the Calculus. A specially bound book in the field of Mathematics. First awarded 1954. Sustained by John W. Dixon, Class of 1924, in recognition of Oswald Tower, Instructor in Mathematics at Phillips Academy 1910-1949. Awarded 1962 to Stacy Guy Langton.

WINFIELD M. SIDES PRIZE. For excellence in Mechanical Drawing. Awarded on the basis of proficiency in classroom work. $100 in cash and/or drawing equipment. Sustained by Donald A. Raymond, Jr., Class of 1932, in memory of Winfield M. Sides, Instructor in Mathematics at Phillips Academy 1919-1958. First awarded 1960. Awarded 1962 to James Alfred Tidd.

JOSEPH AWARD. For excellence in the area of Mathematics. To a member of the Senior Class. A gold medal and a book. First awarded 1960. Sustained by David Joseph, of New York City, in memory of his father, Bernard Joseph. Awarded 1962 to Gerald Wilbur McCollum.

SCOVILLE PRIZE. (*See Sciences.*)

SCIENCES

SCOVILLE PRIZE. In the Physical Sciences or Mathematics. To a student or students for an original paper or project exhibiting creative thinking or ingenuity in the Physical Sciences or Mathematics, preferably not in assigned course work. $50. First awarded 1959 by Anthony Church Scoville, Class of 1958, in memory of his grandfather, Herbert Scoville. Awarded 1962 to co-winners David Julian Smith and William Lawton Hartman.

Wadsworth Prize. For excellence in Physics. To the student holding the highest rank in Physics for the year. $30. First awarded 1900. Funded 1952 by William S. Wadsworth, M.D., Class of 1887. Awarded 1962 to Paul John Flory, Jr.

Dalton Prize. For excellence in Chemistry. To the student holding the highest rank in Chemistry for the year. $65. First awarded 1915. Funded 1915 by Frederick Goodrich Crane, of Dalton, Massachusetts, Class of 1884. Trustee of Phillips Academy, 1912-1923. Awarded 1962 to Stacy Guy Langton.

Marsh Prize. For excellence in Biology. To a student who has been outstanding in interest and attainment in the Biological Sciences. $25. First awarded 1936. Sustained since 1950 by an anonymous donor in memory of Othniel C. Marsh, Class of 1851, one of the great paleontologists of his day. Awarded 1962 to Jeffrey Richard Donat.

Bausch & Lomb Honorary Science Award Medal. For exceptional progress in science studies. First awarded 1945. Awarded 1962 to Gerald Wilbur McCollum.

Graham Prize. For excellence in Science. To that member of the graduating class attaining the highest average grade in ten hours of the natural sciences studied while at Phillips Academy. $1,000. First awarded 1946. Funded 1945 from a bequest of James C. Graham, Instructor in Science at Phillips Academy, 1892-1937. Awarded 1962 to Gerald Wilbur McCollum.

Wadsworth Prize. For excellence in Biology. To the student holding the highest rank in Biology for the year. $30. First awarded 1953. Funded 1952 by William S. Wadsworth, M.D., Class of 1887. Awarded 1962 to Stephen Beaven Calderwood.

Department Prize. For excellence in Physics. To that student taking elementary physics who receives the highest grade on a prize examination. Books. First awarded 1956. Sustained by the Physics Department. Awarded 1962 to Joseph Massimo Onorato, Jr.

Laboratory Prize. In Biology. To a student outstanding in interest and attainment in laboratory work in the biological sciences. $15. First awarded 1958. Sustained by the Biology Department. Awarded 1962 to Jonathan Turk.

MUSIC

Cutter Prize. For proficiency in orchestral, especially stringed instruments. $55. First awarded 1924. Funded 1925 by The Rev. C. F. Cutter, Class of 1871, in memory of his father, Charles Cutter, Class of 1840. Awarded 1962 to Stacy Guy Langton and Chien Chung Pei.

Poynter Prize. To that member of the Phillips Academy Choir who, in the judgment of the Choirmaster, has been the most useful member of that organization. $30. First awarded 1945. Funded 1943 by Horace Martin Poynter, Class of 1896, and Mrs. Poynter, formerly of Andover, in memory of their son, Edward Pitkin Poynter, Class of 1940, who gave his life for his country in the aviation service in July, 1943. Awarded 1962 to Mark Sullivan Siegchrist.

Jones Prize. To that member of Phillips Academy Orchestra who, in the judgment of the Director of Music, has been the most useful member of that organization. $25. First awarded 1946. Funded 1945 by Edward T. Jones, in memory of his son, Ainsworth B. Jones, Class of 1939, who gave his life for his country in the aviation service in July, 1943. Awarded 1962 to David Trott Partridge.

Collier Prizes. For proficiency in the playing of the piano. $25. First awarded 1947. Funded 1946 by Mrs. Milton Collier and I. Alfred Levy, in memory of Milton Collier. Awarded 1962 to Alexis Plato Malozemoff.

Fuller Music Prize. To a musical student who, irrespective of need, has demonstrated high character and special musical aptitude. The recipient will assume responsibility for playing the carillon in the Memorial Tower. $350. First awarded 1951. Funded 1959 by Samuel Lester Fuller, Class of 1894. Awarded 1962 to Joel Fulton Caron (for second year).

BAND PRIZE. To that member of the Phillips Academy Band who, in the judgment of the Director of Music, has been the most useful member of that organization. $25. First awarded 1953. Sustained by the Department of Music. Awarded 1962, $25 to William Howard Vincent, II and $25 to Martin Saul Wishnatsky.

ART

MORSE PRIZE. To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. $25. First awarded 1932. Funded 1942 by Winslow Ames, Class of 1925, in honor of Samuel Finley Breese Morse, Class of 1805. Awarded 1962 to Eric Little Hayworth.

THOMPSON PRIZE. For improvement in drawing and painting. $25. First awarded 1932. Funded 1955 by Mrs. Frances Thompson Heely, in memory of her brother, Augustus Porter Thompson, 3d, Class of 1928. Awarded 1962 to Peter Smith Ferrara.

ADDISON GALLERY ASSOCIATES PRIZE. To a student who has distinguished himself in art as well as in other activities. $25. First awarded 1941. Sustained by the Addison Gallery Associates. Awarded 1962 to Parmalee Prentice Gilbert.

JOHN ESTHER GALLERY PRIZE. To the student who has shown through his work the clearest understanding of art. $25. First awarded 1943. Sustained by Mr. and Mrs. Patrick Morgan. Awarded 1962 to John Caldwell Calhoun Mayo, III.

ATHLETICS

FACULTY GOLF CUP. To the winner of the Varsity Golf Squad competition. Winner's name inscribed on Cup. Presented 1927 by the Faculty of Phillips Academy. First awarded 1927. Awarded 1962 to Arthur V. Rogers, III.

KILPATRICK TROPHY. To the winner of the Andover versus Exeter track meet. A bowl. Winner's name inscribed on bowl, to be held for one year by the winning Academy. Replica to the captain or co-captains of the winning team. Trophy presented 1938 by John Reed Kilpatrick, Class of 1907, and replicas sustained by him. First awarded 1938. Awarded 1962 to the Phillips Exeter Academy.

SCHUBERT AWARD. To a member of the Senior Class who has excelled in varsity athletics and who has best exemplified the qualities of sound character, cheerfulness, and good sportsmanship on the athletic field. A gold medal, and winner's name inscribed on a plaque. Funded 1951 by the Eta Delta Phi Society, in memory of Edmund John Schubert of the Physical Education Department. First awarded 1944. Awarded 1962 to Michael Moonves.

BANTA TROPHY. To be awarded annually to that member of the Varsity Tennis Team who shows the best sportsmanship, leadership, and character throughout the season. Established 1953 by the Tennis Team of Phillips Academy, in honor of their coach, Cornelius Gordon Schuyler Banta. Awarded 1962 to George E. Andrews.

CROSS COUNTRY CUP. To the member of the Cross Country Team who during the season has displayed outstanding sportsmanship, performance, and team spirit. Winner's name inscribed on Cup. Presented 1952 by the members of the cross country squad in honor of their coach, Norwood Penrose Hallowell. First awarded 1953. Awarded 1962 to Robert J. Corcoran.

BASKETBALL TROPHY. To the club basketball player who has contributed most to club basketball. Winner's name inscribed on trophy. Presented 1953 by the members of the Varsity Basketball Team. First awarded 1953. Awarded 1962 to Richard G. Pingree.

FAGAN SQUASH RACQUETS TROPHY. To the winner of the Fagan Trophy Tournament. Winner's name inscribed on Trophy. Presented in 1954 by Charles Aloysius Fagan, III. Class of 1954, in honor of his father, Charles Aloysius Fagan, Jr. First awarded 1954. Awarded 1962 to John D. Adams.

Lacrosse Trophy. To the lacrosse player, excluding the captain, who through enthusiasm and love for the sport has inspired his teammates with the will to win. Winner's name inscribed on trophy. Presented in 1954 by the members of the lacrosse squad in honor of their coach, John Richard Lux. First awarded 1954. Awarded 1962 to George F. Peters.

Smith Hockey Cup. To a member of the hockey team, exclusive of the captain, who is in good scholastic standing and who during his association with hockey has contributed most to the sport and to the school by representing its ideals through sportsmanship, endeavor, and ability. A silver cup. Funded 1954 by Sumner Smith, Class of 1908. First awarded 1954. Awarded 1962 to Jorge R. Gonzalez.

Crew Cup. To the student who has contributed most in the way of team spirit and sportsmanship to the crew. Winner's name inscribed on cup. Presented 1955 by the members of the rowing squad, in honor of their coach, William Hayes Brown, Class of 1934. First awarded 1955. Awarded 1962 to Douglas Wales.

Track Trophy. To the member of the winter and spring varsity track squad who exhibits outstanding character and will to win. Winner's name inscribed on trophy. Presented by the members of the 1955 winter and spring track squads in honor of their coach, Stephen Stanley Sorota. First awarded 1955. Awarded 1962 to A. James Mettler.

Press Club Trophy. To the student who has proved through his performance on the athletic fields to be the most capable athlete of the whole year. Winner's name inscribed on trophy and winner receives replica of trophy. Trophy presented 1956 by the members of the Press Club of Phillips Academy and replicas sustained by the club. First awarded 1956. Awarded 1962 to George E. Andrews.

Sheridan Medal. To the student who has contributed most to the intramural athletic program. A gold medal. Funded 1956 by bequest of Fannie J. Sheridan, in memory of her grandson, Harold Joseph Sheridan, Jr., Class of 1943, who gave his life for his country as a member of the United States Marine Corps in September 1944. First awarded 1957. Awarded 1962 to Alfred B. Russ.

Football Trophy. To the two members of the Junior Varsity 1 Team who contributed most to Andover football below the Varsity level. Presented in 1955 by the members of the Junior Varsity 1 Football Team. Awarded 1962 to (1) John G. Fabiano and (2) E. Geoffrey Cullen.

OTHER PRIZES

Aurelian Honor Society Prize. To a member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. Books. First awarded 1936. Sustained by the Aurelian Honor Society. Awarded 1962 to Robert Bruce Pruitt.

Ayars Prize. To a member of the Senior Class who, through worth, perseverance and seeking after excellence, has created for himself a position of respect and admiration in the school community. $50. First Awarded 1956. Funded 1957 by Mr. and Mrs. James S. Ayars, in memory of their son, James Sterling Ayars, Jr., Class of 1949. Awarded 1962 to Gerald Wilbur McCollum.

Bierer Prize. To a student who is outstanding in character and personality. $25. First awarded 1944. Sustained by Eugene S. Bierer, Class of 1943. Awarded 1962 to George Frederick Peters.

Butler-Thwing Prize. To the member of the Junior Class with highest marks in entrance examinations. $30. First awarded 1915. Funded 1918 by Capt. Francis Butler-Thwing, Class of 1900. 1962 no award.

Faculty Prize. To that member of the graduating class who during his Senior year attained the highest academic average. $100. First awarded 1912. Funded 1923 by Sanford H. E. Freund, Class of 1897, and increased in 1955 by his sister, Miss Camille E. Freund. Awarded 1962 to Alexis Plato Malozemoff.

Federation of Harvard Clubs Prize. To an outstanding member of the Upper Middle Class who combines excellence in scholarship with achievement in other fields. A book. First awarded in 1911. Sustained by the Harvard Club of Andover. Awarded 1962 to Matthew Warren Hall, V.

Fuller Prize. To a member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. First awarded 1912. Funded 1959 by Samuel Lester Fuller, Class of 1894. Awarded 1962 to Walter Coles Upton.

Hopper Prize. To a student worker in the Commons who is outstanding in industry, cooperation, and unselfishness. $100. First awarded 1954. Funded 1953 by friends of Henry Hopper who, for thirty-eight years, served Phillips Academy with industry, cooperation, and unselfishness. Awarded 1962 to Martin Saul Wishnatsky.

Improvement Prize. To a member of the Senior Class who has been a student at Andover for at least two years and who has shown the greatest development of character and scholarship. $100. First awarded 1941. Sustained by a member of the Class of 1916. Awarded 1962 to Roy Alan Durham.

Keyes Prize. To a boy, who in his Lower Middle year shows outstanding qualities of character, leadership, scholarship and athletic ability. $50. Funded 1958 by Langley C. Keyes, Class of 1920. First awarded 1959. Awarded 1962 to Richard Turner Howe.

Kingsbury Prize. To a student of outstanding character, who, in the judgment of the headmaster is especially distinguished for perseverance and resolution. $100. First awarded 1943. Funded 1945 by Dr. and Mrs. John A. Kingsbury, in memory of their son, John Adams Kingsbury, Jr., Class of 1934. Awarded 1962 to Ivanhoe Bradshaw Higgins, Jr.

Library Prizes. For the best student libraries collected. $30 and $15. Sustained by the Friends of Oliver Wendell Holmes Library since 1956. Awarded 1962 to (1) Eric Craig Moody, (2) Blake Samson.

Lord Prize. To a Senior who during his residence at Phillips Academy has displayed in his daily actions and personal contacts a genuinely fine character. A selection of books. First awarded 1947. Sustained by Mason Faulconer Lord, Class of 1944. Awarded 1962 to Dexter Newton, Jr.

Phillipian Prize. For outstanding service rendered to the *Phillipian*. $50. First awarded 1931. Funded 1931 by James Q. Newton, Class of 1929, and Business Manager of the *Phillipian* during his Senior year. Awarded 1962 to Harold Leland Stults, Jr.

Redpath Prizes. For the most interesting libraries of paperback books collected by students. $30, $15 and $10. First awarded 1960. Sustained by Robert U. Redpath, Jr., Class of 1924, in memory of his parents. Awarded 1962 to (1) Jonathan Vipond, III, (2) Jeremy William Heist, (3) Stephen Daedalus Lerner.

Schweppe (Richard Jewett) Prize. To a member of the Senior Class in recognition of an unusual spirit of cooperation and friendliness. $100. First awarded 1947. Funded 1946 by Mrs. Richard J. Schweppe in memory of her husband, Richard Jewett Schweppe, Class of 1896. Awarded 1962 to Jorge Rafael Gonzalez.

Stearns Prize. In honor of Dr. Alfred E. Stearns, Class of 1890. Headmaster of Phillips Academy 1903-1933, to a student who, through conscientious effort, high ambition and courage, outstanding character and excellent deportment, has made Phillips Academy a better and more friendly place in which to live. $100. First awarded 1951. Supported, beginning in 1959, by the Roger C. Sullivan Fund, established in 1921 by Boetius H. Sullivan, Class of 1905. Awarded 1962 to Michael Alexander Moonves.

Abbot Stevens Prize. To a member of the Senior Class, upon recommendation of the faculty, who through his character and leadership has made a significant contribution to the Academy and to his classmates. $100. Funded 1959 by Mrs. Abbot Stevens, in memory of her husband, Abbot Stevens, Class of 1907. Awarded 1962 to Robert Bruce Pruitt.

Stiles Prize. To the member of the Upper Middle Class whose judgment and loyalty to the school have been exemplary. $50. First awarded 1960. Funded 1960 by Mrs. Russell Stiles, in memory of her husband, Class of 1908, and his father, Sumner Burritt Stiles, Class of 1872. Fund increased 1960 by her son, William S. Stiles, Class of 1942, and David Stiles, Class of 1936. Awarded 1962 to Richard Waldo Clapp.

Sullivan Prizes. To those members of the Senior, Upper Middle, Lower Middle, and Junior Class who made the greatest improvement in scholarship during the previous school year. Four prizes of $200 each, awarded in the fall. First awarded 1921. Funded 1921 by Boetius H. Sullivan, Class of 1905, in memory of his father, Roger C. Sullivan. Awarded 1961 to Senior Bruce Charles Gilbert, Upper Ray William Tripp, III, Lower Charles Fontaine Martin, Junior David Walker.

Van Duzer Prizes. Two prizes of $350 each, awarded as outlined below. (a) Andover-Harvard. "The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time." Awarded 1961 to Alexis Plato Malozemoff. (b) Harvard-Andover. "The income is available for a graduate of Phillips Academy during his Freshman year in Harvard College, the award based on high scholarship, to be announced at the close of the recipient's Senior year in the school." Awarded 1961 to James Robertson Barker. First awarded 1912. Funded 1928 from a bequest of Henry S. Van Duzer, Class of 1871.

Warren Prize. To a member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the faculty. $50. First awarded 1926. Funded 1925 by Frank Dale Warren, Jr., Class of 1915, in memory of his father, Class of 1879. Awarded 1962 to Halsey Bingham Collins.

Wells Prize. To a member of the Junior Class who has displayed the outstanding qualities of loyalty, perseverance, and sterling character which characterized the boy in whose memory the prize is given. $50. First awarded 1953. Sustained by Mr. and Mrs. J. Brent Wells, in memory of their son, Anthony Peters Wells, admitted to the Class of 1956. Awarded 1962 to Daniel Warren.

Yale Bowl. To that member of the Senior Class who has attained the highest proficiency in scholarship and athletics. First awarded 1902. Sustained by the Yale Club of Boston. Awarded 1962 to Tone North Grant.

SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

*Hon. William Phillips (1795; 1804). Begun with a gift from Hon. William Phillips and increased by his bequest of $4,000	$ 4,633.33
*Students' Educational Fund (1854). Begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of $1,000 from Edward Taylor, Treasurer of Phillips Academy, 1868-1889	7,762.64
*Samuel Farrar (1865). Bequest of Samuel Farrar, 1803, Treasurer of Phillips Academy, 1808-1840. (A part of this fund is for other purposes.)	22,000.00
*Jane Aiken Clarke (1870). James G. Clarke, Class of 1839, in memory of his mother	1,200.00
†Peter Smith Byers (1878). John Byers, Class of 1848, in memory of his brother, Class of 1847	500.00
*Class of 1878 (1878). Senior Classical class	1,200.00
†Jonathan Taylor (1878). Edward Taylor, Treasurer of Phillips Academy, 1868-1889, in memory of his father	1,000.00
*Hiram W. French (1879), Class of 1839	1,000.00
*Caroline Parker Taylor (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, Principal of Phillips Academy, 1838-1871	1,000.00
*Gerard Sumner Wiggin (1882). Bequest of Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, Class of 1875	1,000.00
*Stone Educational Fund (1882). Mrs. Valeria G. Stone of Malden	26,400.00
*Richards (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the Treasurer's Office of Phillips Academy, and Edward Stanley Richards, Class of 1875	1,450.14
*Warren F. Draper (1890), Class of 1843	1,000.00
‡Charles L. Flint (1890). Bequest of Charles L. Flint, Class of 1845	5,000.00
*Henry P. Haven (1890). Trustees of Henry P. Haven estate, of New London, Conn.	1,000.00
*Emma Lane Smyth (1890). Gov. Frederick Smyth, of New Hampshire, Class of 1839, in memory of his wife	1,000.00
*James and Persis Taylor (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother	1,000.00
*Joseph Dowe (1892). Bequest of Joseph Dowe, Class of 1817	3,097.98
†John Cornell (1894). Bequest of John Cornell. Recommended by the School Committee of Andover	5,000.00
*James Calvin Taylor (1895). Mrs. Mary E. Fairbanks, in memory of her brother, Class of 1840	1,000.00
*Mary W. Holbrook (1900)	500.00
*Carter (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter	1,500.00
*Herman Verhoeff Hartwell (1907; 1926). Mr. and Mrs. Frank N. Hartwell, in memory of their son, Class of 1908	5,000.00
*George Ripley (1908). Bequest of George Ripley	2,500.00

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.
‡ For general scholarship aid; preference to boys from Middleton.

†T. Augustus Holt (1909). Bequest of T. Augustus Holt 26,003.24

*James Huntington (1910; 1931). The widow and daughter of James Huntington, Class of 1848 2,000.00

*Allan Morse Penfield (1913). Bequest of Allan Morse Penfield, Class of 1904 1,000.00

*George B. Knapp (1914). Katharine Knapp estate, in memory of her brother, Trustee of Phillips Academy, 1899-1919 5,000.00

*Thomas A. Emerson (1917). Rev. Thomas A. Emerson, Class of 1859, and Mrs. Emerson 2,000.00

Robert Henry Coleman (1919). Mrs. John Coleman, in memory of her son, Class of 1912, who died in the military service of the United States, 1918 6,000.00
"The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school."
Awarded 1961-1962 to John Kent Craford.

George Xavier McLanahan (1919). His mother and sister, in memory of George Xavier McLanahan, Class of 1892 10,000.00
"The income is used annually for the assistance of a worthy student or students of limited means."
Awarded 1961-1962 to Tadataka Yamada.

Gordon Ferguson Allen (1920; 1957). James F. Allen, of Meriden, Conn., and his sons, Parker B. Allen, Class of 1914, and Theodore F. Allen, Class of 1915, in memory of Gordon Ferguson Allen. Increased in 1957 by Theodore F. Allen 10,000.00
"The income is awarded annually to a deserving student of character and promise and of limited means."
Awarded 1961-1962 to Henry Bond Wilmer, Jr.

*Rev. William Henry and Ellen Cary Haskell (1920; 1936). Rev. William Henry Haskell, Class of 1856, and his five sons, Classes of 1883, 1888, 1890, and 1895 3,000.00

*Harriet L. Erving (1922). Bequest of Miss Harriet L. Erving, of Andover, for thirty years assistant in the Treasurer's Office 1,500.00

*Samuel M. Evans (1922). Class of 1887. (A part of the fund is for other purposes.) 2,000.00

Charles C. Clough (1923). Princeton University classmates and friends of Charles C. Clough, Class of 1906 5,000.00
"The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established."
Awarded 1961-1962 to Tone North Grant.

*Frank Butler Walker (1923). Bequest of Mrs. Mary C. B. Walker, in memory of her son, Class of 1889 1,425.00

*Abraham B. Coffin (1924). Bequest of Abraham B. Coffin, Class of 1852 2,000.00

Alfred Howlett Durston (1926). Marshall H. Durston, Class of 1900, in memory of his brother, Class of 1897 5,000.00
"The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence."
Awarded 1961-1962 to Charles Julian Beard, II.

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.

SMITH LEWIS MULTER, JR. (1926). Smith Lewis Multer, in memory of his son, Class of 1923 — 5,000.00
"The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school."
Awarded 1961-1962 to Robert Lloyd Lux.

*AMASA J. WHITING (1927; 1955). Bequest of Mrs. May C. W. Speare, in memory of her father — 5,159.50

*JAMES H. HASTE (1930; 1933-34; 1944). Bequest of James H. Haste, Class of 1894 — 241,074.18

WILLIAM THOMPSON REED MEMORIAL (1930; 1957). His father and mother and members of his family, in memory of William Thompson Reed, Class of 1929 — 12,565.34
"The income is awarded annually to a student of character and promise at the beginning of his Senior year."
Awarded 1961-1962 to Robert Mitchell Pierce.

*HENRY WALDO GREENOUGH (1931; 1957). Bequest of Henry Waldo Greenough, Class of 1889 — 2,000.00

*MONCRIEFF M. COCHRAN (1932). Bequest of Moncrieff M. Cochran, Class of 1900 — 2,500.00

*BANCROFT (1933). Bequest of Cecil K. Bancroft, Class of 1887, Registrar of Phillips Academy 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth Principal of Phillips Academy — 2,000.00

SCHUYLER BUSSING SERVISS MEMORIAL (1936). Mrs. Charlotte B. Serviss, in memory of her son, Class of 1898 — 5,000.00
Awarded 1961-1962 to Jon Christopher Geissmann.

*OSGOOD JOHNSON (1937). Bequest of Helen O. Sprague, in memory of her grandfather, Principal 1833-37, and her father, Class of 1848. For New England-born students — 500.00

†DAVID AND LUCY HAYWARD SHAW (1939). Bequest of Lucy Hayward Shaw (Mrs. David) — 10,000.00

AUGUSTUS PORTER THOMPSON (1942). Mrs. Augustus P. Thompson, of Andover, in memory of her husband, Class of 1892 — 5,000.00
"The income is awarded annually to a boy who, in the judgment of the Headmaster, is outstanding in intelligence and character."
Awarded 1961-1962 to Martin Saul Wishnatsky.

*SUMNER SMITH (1943), Class of 1908. Balance of income after the Smith Hockey Cup (see page 80) — 1,142.31

JULIA E. DRINKWATER MEMORIAL (1944-56). Arthur Drinkwater, Class of 1896, and William Drinkwater, Class of 1900, in memory of their mother — 10,443.12
"The income is awarded annually to deserving students of character and promise and limited means."
Income from the William Drinkwater Fund currently added to that of this fund.
Awarded 1961-1962 to Larry Bonney Hunt and David McRae Powell.

CHARLES W. CARL (1944-46; 1950-53; 1955-56), Class of 1910 — 25,000.00
"Income to be used during his Senior year by an outstanding student who is a member of an Academy athletic team, and who, in a previous year, has received other scholarship aid from the Academy and has indicated his intention to enter Yale University."
Awarded 1961-1962 to Peter Brooks Watson.

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.

*Louis S. Owsley (1944-1946; 1948-1949). Bequest of Louis S. Owsley, Class of 1890, for scholarships and special educational purposes 502,319.72

Richard Strong Foxwell (1945). Mrs. Gilbert M. Foxwell, in memory of her son, Class of 1922 2,500.00
"Income to be awarded annually to a deserving student of limited means to meet the regular expenses of the school."
Awarded 1961-1962 to David Vaughn Bowen.

*Arthur L. Kerrigan (1945), Class of 1915 2,500.00

*Abbott Stevens (1945-46), Class of 1907. Trustee 1935-58; Treasurer 1949-58 20,000.00

Herbert E. Stilwell (1945; 1954). Mr. and Mrs. Charles E. Stilwell, of Cleveland, Ohio, in memory of their son, Class of 1941, who was lost in the English Channel on a mission during the war 19,720.17
"Income to be awarded annually to a student of limited means who, in the judgment of the Headmaster, gives evidence of those qualities of character, initiative, leadership and loyalty which contribute to real American citizenship."
Awarded 1961-1962 to Robert Terrell Bledsoe.

*Cecil K. Bancroft (1946). Bequest of Mary E. Bancroft, in memory of her brother, Class of 1887, Registrar and Instructor at Phillips Academy, 1906-1932 3,000.00

*Leonard A. Hockstader (1946), Class of 1896 2,500.00

Moses Austin Cartland Shackford (1946). Professor Martha Hale Shackford, of Wellesley, Mass., in memory of her brother, Class of 1891 5,000.00
"Income to be awarded annually to a boy of good character and of limited means, preferably from New Hampshire and preferably pursuing a classical course."
Awarded 1961-1962 to Halsey Bingham Collins.

Macintyre (1946-47; 1951). John Livingston Macintyre, of the Class of 1942, Mrs. John L. Macintyre, and Mr. and Mrs. Mackenzie Macintyre, of Aurora, Ill., in memory of Mackenzie Macintyre's parents 12,100.34
"Net income is awarded annually to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship, qualities of leadership and wholesome influence in the general activities of the school."
Awarded 1961-1962 to Jack Vaughn Wales, Jr.

*Robert D. Mills (1947). Bequest of Robert D. Mills, Class of 1893 500.00

†George F. Roberts (1948). Bequest of Mary A. Roberts 2,000.00

Ray A. Shepard (1949-1950; 1953; 1960-61). Friends of Ray A. Shepard, Athletic Director of Phillips Academy, 1919-1949 2,630.35
"The income is awarded annually to a boy of limited means who has shown evidence of excellent character and marked ambition."
Awarded 1961-1962 to Charles Richard Lakin.

Suisman Foundation (1949-50; 1953; 1955-56). The Suisman Foundation, Inc., Edward A. Suisman, John R. Suisman, Class of 1955, Michael Suisman, Class of 1947, and Richard Suisman, Class of 1950 15,000.00
"Income is to be awarded annually to a student selected by the Scholarship Committee."
Awarded 1961-1962 to Wendell Eardlie John.

*Newton-Hinman (1950). Ahlers Association, in honor of Frederick E. Newton, Class of 1893, and George W. Hinman, Class of 1894, former instructors at Phillips Academy and faculty guardians of the PBX Society 22,243.17

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.

*Society Scholarships. The following funds for scholarship purposes were established through the generosity of the Secret Societies at the time of their dissolution.

*AGC Society (1950). The Rogers Associates, Inc. 24,461.94
Balance of income after the Benner Prize (see page 75)

*AUV Society (1950). AUV Corporation 35,000.00

*EDP Society (1950). The Eta Delta Phi Society 5,000.00
Balance of income after Schubert Award (see page 79)

*FLD Society (1950; 1956). The Davison Associates, Inc. 18,115.14

*KOA Society (1950). The Blodgett Association 35,176.17

*PAE Society (1950). The Cooley Association 35,000.00

*PBX Society (1950). (See Newton-Hinman, above)

*PLS Society (1950). Phi Lambda Sigma Association 17,000.00

*Anonymous (1951) 1,000.00

Richard Jewett Schweppe Memorial (1951-53; 1957-58). Mrs. Richard J. Schweppe, in memory of her husband, Class of 1896 38,000.00
"Income for a scholarship(s) to be awarded annually to a student who shows promise of leadership, responsibility and enthusiasm," and for a prize.
Awarded 1961-1962 to Paul Stanley Holdorf and John Gaspar Fabiano.

*Isabel C. McKenzie (1952). Bequest of Mrs. Isabel C. McKenzie 25,000.00

*AUV Society-James C. Graham Memorial (1955). AUV Corporation, in memory of James C. Graham, instructor at Phillips Academy, 1893-1937 10,500.00

Chauncey O'Neil (1955-1959). Edward O'Neil, II, Class of 1927, in memory of his father, Class of 1899 27,000.00
"The income to be awarded annually to a boy or boys from Western Pennsylvania."
Awarded 1961-1962 to Hobart McKinley Birmingham.

Horace Martin Poynter (1955-59). His wife, Elsie P. Poynter, and his sisters, Juliet J. Poynter and Harriet R. Poynter, in memory of Horace Martin Poynter, Class of 1896, instructor at Phillips Academy 1902-1945. Income partially subject to an annuity 23,481.25
Awarded 1961-1962 to Arthur Verne Rogers, III.

*G. Louise and Nelson Robinson (1955; 1957). Bequest of Mrs. G. Louise Robinson de Dombrowski; and in memory of her uncle, Nelson Robinson 890,395.57

Walter Brooks Memorial (1956). The Walter Brooks Foundation, in memory of Walter Brooks 30,000.00

Hamilton (1956-1962). John D. Hamilton, Class of 1913, in memory of his father, J. D. M. Hamilton 17,195.71
"The income is to be used to assist a boy or boys who may be in need of financial aid and who reside in the United States west of the Mississippi River."
Awarded 1961-1962 to Gerald Allen Liles.

Evert W. Freeman (1956-58). Bequest of Evert W. Freeman, Class of 1917 29,380.23
"The income to be awarded annually to a student who shows promise of substantial accomplishment, but who for the time being is in financial need."
Awarded 1961-1962 to Dennis Michael Kloepfer.

* For general scholarship purposes.

JOSEPH KAPLAN (1956-59). Joseph Kaplan and other donors 19,750.00
"The income is awarded annually at the end of the Senior year to a student, or students, of limited means for use in the freshman year at college, the award to be made with due regard to fine character and promise of adult usefulness."
Awarded 1961-1962 to Paul Stephen Elkin and James Edward Corey.

*LOUIS N. BENNETT MEMORIAL (1957-58). Bequest of Mrs. Josephine C. S. Blaisdell, in memory of her brother, Class of 1893 1,000.00

ALEXANDER ANGUS MCDONELL, JR. (1957-58). Mrs. Alexander Angus McDonell, in memory of her son, Class of 1935, who gave his life for his country as a member of the United States Air Force on June 20, 1944 21,435.06
Awarded 1961-1962 to Lawrence Albert Ehrhart.

*PUTNEY (1957). R. Emerson Putney, Class of 1928 5,067.82

*EDMUND B. CABOT (1957-61). Thomas D. Cabot 8,730.88

WILLIAM DRINKWATER (1958). Bequest of William Drinkwater, Class of 1900. Unrestricted. Income currently added to that of the Julia E. Drinkwater Memorial Fund 25,111.11

INDIANA (1958-59). Bequest of James C. Thornton, Class of 1904. Preference to boys from Indiana. Income added to fund 8,284.72

*ALFRED O. HITCHCOCK, JR. (1959). Bequest of Alfred O. Hitchcock, Jr., Class of 1895 600.00

*HELEN DAVIS HOOD (1959-60). Bequest of Helen Davis Hood (Mrs. Gilbert H.). Increased in 1960 by Gilbert H. Hood Memorial Fund 6,000.00

MAY T. MORRISON (1959). May T. Morrison Estate 10,000.00
Awarded 1961-1962 to Jonathan Clark McMath.

*HENRY MANN SILVER (1959). Bequest of Henry Mann Silver, Class of 1868 4,206.46

WILLIAM MADISON WOOD (1959-60). Cornelius A. Wood, Jr., Class of 1937, in memory of his grandfather. Income added to fund 2,455.90

*HORACE D. BELLIS (1960). Bequest of Horace D. Bellis, director of gymnasium 1901-02 108,080.05

HARVEY DANN (1960). Income added to fund 728.40

* For general scholarship purposes.

ANNUAL GIFT SCHOLARSHIPS

ALAN FOX SCHOLARSHIP. "To be awarded each year in the amount of $500 to that boy in need of financial assistance who in the opinion of the faculty gives promise of attaining the same breadth of character and intellect as had the man in whose memory this scholarship is given." Sustained (since 1942) by Joseph C. Fox, Class of 1934, in memory of his father, Alan Fox, Class of 1899. Awarded 1961-1962 to Clayton Willis Sundermeyer.

PHILIP B. STEWART SCHOLARSHIP(S). $1,500. To be used for not more than two scholarships in the Senior class. Sustained (since 1959) by the Sarah Frances Hutchinson Cowles Fund, Inc., in memory of Phillip B. Stewart, Class of 1882. Awarded 1961-1962 to John Willis Morrow.

THE NEW ENGLAND SOCIETY IN THE CITY OF NEW YORK. Award of $500 to a boy from New York Metropolitan Area. Sustained (since 1959) by The New England Society in the City of New York. Awarded 1961-1962 to Fitzgerald Burton Bramwell.

ALUMNI REPRESENTATIVES

(Arranged alphabetically by state. Foreign countries at end of listing)

A personal interview is required of all candidates. Whenever possible, it is highly desirable that candidates come to Andover for a personal interview with the Director of Admissions, the Admissions Officer, or one of the interviewing officers. Candidates unable to visit Andover may themselves arrange an interview at a mutually convenient time with one of the Alumni Representatives listed below. A definite appointment for an interview whether in Andover or elsewhere should be arranged in advance. Candidates who would find it a real hardship to get to any of the centers listed should communicate with the Admissions Office about the possibility of seeing an Alumni Representative not listed below.

ALABAMA

Birmingham

ROBERT B. DONWORTH, JR., '42
White, Bradley, Aran, All & Rose
2100 Comer Bldg.

Huntsville

THOMAS J. KEEFE, '50
2906 Garth Rd., S. E.

Mobile

FRANK M. HICKS, JR., '41
P. O. Box 78

ALASKA

Anchorage

JOHN V. MUNROE, JR., '48
1814 Scenic Way

Juneau

CADMUS Z. GORDON, JR., '16
Box 2571

ARIZONA

Phoenix

HOWARD K. BROWN, JR., '31
405 Guaranty Bank Bldg.

Sahuarita

KEITH S. BROWN, '31
Box 8, Santa Rita Ranch

Tucson

JOHN S. GREENWAY, '42
1634 North Olsen Ave.

ARKANSAS

Little Rock

GEORGE M. HAMPTON, '25
502 Union National Bank Bldg.

MOSE SMITH, III, M.D., '48
7 Cantrell Road

CALIFORNIA

Davis

DONALD M. REYNOLDS, '38
University of California
Department of Bacteriology

Hollywood

RICHARD A. MOORE, '32
5746 Sunset Blvd.

Los Angeles

OTIS CHANDLER, '46
Los Angeles Times
Times-Mirror Square

WALTER L. FARLEY, JR., '28
12300 1st Helena Drive

H. BURT REITER, '25
The Prudential Insurance Co.
5757 Wilshire Blvd.

Marysville

HAROLD S. EDWARDS, '28
Route 3, Box 1300

Pacific Palisades

BENJAMIN H. DORMAN, '25
1515 San Remo Dr.

San Diego

WILLIAM T. ADAMS, '28
Teawell & Shoemaker, Inc.
2120 Fourth St.

GEORGE E. MUMBY, '24
5001 College Ave.

San Francisco

JOHN P. AUSTIN, '32
Morrison, Foerster, Holloway, Shuman & Clark
Crocker Bldg.

HAMILTON W. BUDGE, '46
Brobeck, Phleger & Harrison
111 Sutter St.

SHERMAN CHICKERING, '29
111 Sutter St.

WILLIAM S. CREIGHTON, '39
2939 Divisadero St.

Santa Barbara

MANCEL T. CLARK, JR., '28
605 San Ysidro Rd.

COLORADO

Boulder

QUIGG NEWTON, '29
1202 University Ave.

Colorado Springs

CAPT. FRANK ZAGORSKI, '44
Quarters 4507 E
U. S. Air Force Academy

Denver
RICHARD M. DAVIS, '29
860 Gaylord St.
JOHN F. MALO, '40
2455 South Jackson St.
JOHN C. MITCHELL, 2nd, '34
2601 South Sheridan Blvd.
DAVID C. WILHELM, '38
740 High St.

DELAWARE
Wilmington
HON. CALEB R. LAYTON, III, '26
P. O. Box 46
EDWARD R. McLEAN, '34
E. I. duPont deNemours & Co., Inc.,
International Dept.

DISTRICT OF COLUMBIA
Washington
R. DENNISON COURSEN, '36
5410 Duvall Dr., N. W.
LAWRENCE C. DALLEY, JR., '45
1707 H St., N. W.
DAVID W. KENDALL, '20
Apt. 21, 2101 Connecticut Ave.

FLORIDA
Clearwater
WILLIAM H. FENN, '48
58 North Pine Circle, Belleair
Jacksonville
LAURENCE F. LEE, JR., '40
Peninsular Life Insurance Co.
Miami
D. PIERRE G. CAMERON, '21
Ransom School,
3575 Main Highway,
Coconut Grove
GUILLERMO E. GONZALEZ, JR., '50
3000 Northwest 73rd St.
DAVID J. WILLIAMS, II, '38
Goodbody & Co.,
1001 First Nat'l Bank Bldg.
Ponte Vedra Beach
ARTHUR W. MILAM, '45
P. O. Box 632
Sarasota
PARKER C. BANZHAF, '38
3435 Sea Grape Dr.

GEORGIA
Atlanta
HERBERT R. ELSAS, '28
3510 Paces Ferry Rd., N. W.
FRANK F. FORD, '32
1015 Chattahoochee Ave., N. W.
Columbus
M. C. JENNINGS, '36
Box 2121

HAWAII
Honolulu
NATHAN F. BANFIELD, II, '36
P. O. Box 3200
First Nat'l Bank of Hawaii
ANTHONY B. McCLELLAN, '54
2622 Laau Place

IDAHO
Lewiston
GEORGE F. JEWETT, JR., '45
320 21st Ave.

ILLINOIS
Chicago
GARDNER BROWN, '24
White, Weld & Co.
30 West Monroe St.
JEROME K. FREEDMAN, M.D., '47
Apt. 5A, 5801 So. Dorchester
Lake Forest
BARRY C. PHELPS, '49
1699 Riverwoods Rd.
Moline
GEORGE T. FRENCH, '29
1105—24th Ave.
Northfield
W. NEWTON BURDICK, JR., '35
217 Dickens Rd.
Skokie
R. NEISON HARRIS, '32
9444 Skokie Blvd.
Peoria
CHARLES H. KELLOGG, '35
908 Stratford Dr.

INDIANA
Indianapolis
ROBERT B. FAILEY, JR., M.D., '34
57 East 57th St.
C. PERRY GRIFFITH, '45
499 Forest Blvd.

IOWA
Davenport
ALAN S. HOWARD, '27
118 Ridgewood St.
Des Moines
WILLIAM C. MENNEL, '36
1072 31st St.

KENTUCKY
Anchorage
SAMUEL S. CALDWELL, JR., '29
Lincoln Lane
Louisville
WILLIAM H. ABELL, '28
Commonwealth Life Insurance Co.
4th and Broadway

LOUISIANA
New Orleans
C. Horton Smith, II, '28
108 Duplessis St.
Philip R. Toohey, '42
405 Hibernia Bank Bldg.
Shreveport
Donald A. Raymond, Jr., '32
1132 Erie St.

MARYLAND
Annapolis
H. Richard Duden, '43
Perry Farms
Baltimore
Henry R. Bourne, Jr., '57
2025 McElderry St.
Leonard M. Gaines, Jr., M.D., '45
213 South Tyrone Rd.

MICHIGAN
Ann Arbor
Charles H. Sawyer, '24
2 Highland Lane
Birmingham
Frederick G. Bahr, '47
1217 Washington Blvd.
Donald H. Parsons, '48
Emery, Parsons & Bahr
1100 N. Woodward
Detroit
William G. Butler, '30
3456 Penobscot Bldg.
Rt. Rev. Richard S. Emrich, '27
63 East Hancock Ave.
Russell H. Lucas, '12
833 Penobscot Bldg.
Grosse Point Farms
Carlton M. Higbie, Jr., '35
93 Kenwood Road
St. Clair
George H. Hunt, Jr., '37
904 North Riverside

MINNESOTA
Duluth
Robert S. Mars, '15
534 Comstock Ave.
C. Douglas Walker, '18
2131 Woodland Ave.
Minneapolis
Louis Polk, Jr., '49
General Mills, Inc.
9200 Wayzata Blvd.
A. Lachlan Reed, '35
Minneapolis-Honeywell Regulator Co.
2753 4th Ave., South
Arne L. Schoeller, '48
1430 Rand Tower
J. Kimball Whitney, '46
Whitney Land Co.,
907 First Nat'l Bank Bldg.
Wheelock Whitney, Jr., '44
Box 50, Route 5, Wayzata

MISSISSIPPI
Jackson
Donald K. Cameron, Jr., '48
California Oil Co.
P. O. Box 822

MISSOURI
Clayton
Eugene F. Williams, '42
21 St. Andrews Drive
Kansas City
Stephen W. Harris, '38
4700 Belleview
Richard H. Sears, '20
The Barstow School,
4950 Cherry St.
Raymond B. White, '08
928 Grand Ave., Room 1400
St. Joseph
Robert A. Brown, Jr., '49
Brown, Douglas and Brown
Tootle-Enright National Bank Bldg.
F. Gregg Thompson, Jr., M.D., '47
902 Edmond St.
St. Louis
Peter B. Hubbell, '50
5154 Westminster Place
John Shepley, '42
503 Locust St.

MONTANA
Billings
Lawrence Barker, '38
2620 Woody Dr.
Great Falls
Charles A. Bovey, '26
Box 1653
Philipsburg
F. William Vietor, '37
Rocking Chair Ranch

NEBRASKA
Omaha
Philip S. Kemp, '43
113 North 54th St.
James A. C. Kennedy, Jr., '33
1502 City National Bank

NEVADA
Deeth
William B. Wright, Jr., '50
Mary's River Ranch

Reno
ROBERT S. KIMBALL, 3d., '51
P. O. Box 3117

NEW MEXICO
Albuquerque
GREGORY H. ILLANES, JR., '38
Quinn & Co.,
200 2nd St.
ROBERT J. NORDHAUS, '27
6900 Rio Grande Blvd.
Santa Fe
WALTER M. MAYER, '15
P.O. Box 851

NEW YORK
Amsterdam
LEON H. YOUNG, '20
22 Summit Ave.
Buffalo
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24 Tudor Place
JOHN N. WALSH, JR., '39
85 Highland Ave.
Cazenovia
ROBERT B. SIMONTON, '50
11 Lincklaen St.
Derby
THOMAS M. RODES, '54
Sturgeon Point Rd.
Ithaca
ANDREW SCHULTZ, JR., '32
631 Highland Rd.
Mamaroneck
BERNARD L. BOYLE, JR., '27
1120 Cove Road
New York City
BROMWELL AULT, '18
50 East 77th St.
PRESCOTT S. BUSH, JR., '40
Johnson & Higgins
63 Wall St.
PETER CAPRA, '22
Boys' Club of New York
287 East 10th St.
JOSEPH C. FOX, '34
Kidder, Peabody & Co.
17 Wall St.
WILLIAM D. HART, '36
Parker, Duryee, Benjamin, Zunino & Malone
1 East 44th St.
FRANK L. LUCE, JR., '27
300 Park Ave.
JOHN M. MCGAULEY, '29
L. M. Huppeler Co.
400 Park Ave.
WILLIAM C. RIDGWAY, JR., '25
Crum & Forster Securities Corp.
110 William St.
J. ALEX SMITH, '18
McKinsey & Co.
60 East 42nd St.
Rochester
BRUCE B. BATES, '49
87 Grosvenor Rd.
JOHN H. CASTLE, JR., '34
Wilmot Castle Co.
1777 East Henrietta Rd.
SAMUEL P. CONNOR, JR., '24
Amsden-Connor-Mitchell, Inc.
146 Broad St.
MARTIN H. DONAHOE, JR., '31
343 State St.
GORDON P. SMALL, '42
1237 Midtown Tower
Syracuse
WILLIAM O. AIKMAN, M.D., '42
1117 East Genesee St.
DAVID H. NORTHRUP, '32
205 DeWitt St.

NORTH CAROLINA
Charlotte
HOWARD SNOW, '21
2900 St. Andrews Lane
Durham
PEREGRINE WHITE, '29
2712 Legion Ave.

NORTH DAKOTA
Fargo
THOMAS L. POWERS, '20
1617 Seventh St., South

OHIO
Akron
WAYNE F. ANDERSON, '37
504 Delaware Ave.
Cincinnati
WILLIAM HAUSBERG, 2d, '32
2600 Willowbrook Dr.
RT. REV. HENRY W. HOBSON, '10
405 Albion St., Glendale
FLETCHER E. NYCE, '26
The Central Trust Co.
WILFORD L. ROMNEY, '19
7 Sylvan Ln., Wyoming
Cleveland
JAMES C. MILLER, II, '50
2347 Tudor Dr.
JAMES R. STEWART, '27
1144 Union Commerce Bldg.
Cleveland Heights
EDWARD BARTLETT, '25
2572 Stratford Rd.

Edward D. Yost, '47
3137 Fairfax Rd.

Gates Mills
George Oliva, Jr., '39
West Hill Drive

Granville
George W. Chessman, '37
Briarwood Rd.

OKLAHOMA

Bartlesville
Carl M. Elkan, '35
3501 Woodlawn Rd.

Oklahoma City
John H. Edwards, '22
R. J. Edwards, Inc.
217 Fidelity Nat'l Bank Bldg.

Tulsa
Reginald D. Barnes, '32
2020 East 38th St.
James M. Bird, '35
Box 1590
c/o Seismograph Service Corp.

OREGON

Eugene
Frederick W. Hayes, '45
445 Lariat Dr.

Portland
Broughton H. Bishop, '45
Pendleton Woolen Mills
218 S. W. Jefferson St.
Edmund Hayes, Jr., '44
4256 S. W. Patrick Place
Frederick J. Kingery, M.D., '45
1918 N. W. Johnson St.

PENNSYLVANIA

Allentown
Charles D. Snelling, '49
2949 Greenleaf St.

Chambersburg
John M. Sharpe, Jr., '46
851 Middle St.

Indiana
Joseph N. Mack, '44
Farmers Bank Bldg.

Philadelphia
Henry R. Hallowell, '39
12 South 12th St.
c/o Gray & Rogers
Tolbert N. Richardson, Jr., '27
B. Franklin Eshleman Co.
3 Penn Center Plaza
Amory M. Sommaripa, M.D., '48
137 W. Springfield Ave.

Pittsburgh
Robert S. Kimball, Jr., '27
136 Beech St.
Edward O'Neil, '27
P.O. Box 1692
John M. Phillips, Jr., '30
Phillips Corp.
700 Clairton Blvd.

Scranton
W. Lawson Chamberlin, '34
Chamberlin & Clarke
Northeastern Nat'l Bank Bldg.

Strafford
Nathaniel M. Cartmell, Jr., '42
120 Hillside Road

Waverly
James W. Vipond, '30
Waverly Dalton Rd.

Wayne
Robert Schafer, '29
730 Mancill Rd.

SOUTH CAROLINA

Charleston
McColl Pringle, '33
E. H. Pringle & Co.

Columbia
John R. Craft, '29
Columbia Museum of Art
Senate & Bull Sts.

Spartanburg
Harry J. Groblewski, '36
Spartanburg Day School

SOUTH DAKOTA

Porcupine
Rev. George P. Pierce, '49
Pine Ridge Indian Reservation

Sioux Falls
Hiram G. Ross, '21
Box 423

TENNESSEE

Knoxville
John Muldowny, '44
University of Tennessee
Dept. of History

Memphis
Henry Loeb, III, '39
365 Colonial Rd.

Nashville
Robert L. Gwinn, '29
1719 West End Drive
Brush, Hutchinson & Gwinn

TEXAS

Amarillo
Edward L. Roberts, '06
2211 Harrison St.

Dallas
N. Bruce Calder, '41
9211 Guernsey Lane

William F. Neale, Jr., '44
1010 Hartford Bldg.
John R. Sears, '36
Republic Nat'l Bank of Dallas

El Paso
John D. Mason, Jr., '42
4208 No. Stanton St.

Fort Worth
Edwin S. Ryan, '49
1700 Catalina Dr.

Houston
George H. W. Bush, '42
1701 Houston Club Bldg.
William A. Kirkland, '15
First City National Bank
P.O. Box 2557
Lovett C. Peters, '32
P.O. Box 2197

San Antonio
John M. Bennett, Jr., '27
417 West Dewey Place

UTAH

Ogden
Roderick H. Browning, '44
2641 Washington Blvd.

Salt Lake City
Lincoln D. Clark, M.D., '42
156 Westminster Ave.
C. Chauncey Hall, M.D., '41
2652 East 6200 South

VIRGINIA

Charlottesville
Gardner W. Smith, M.D., '49
105 Cresap Rd.

McLean
Herbert Scoville, Jr., '33
101 Old Georgetown Pike

Norfolk
Jere A. Klotz, M.D., '41
6412 Whittier Dr.

Richmond
Thomas Walker, M.D., '28
Richmond Memorial Hospital
1300 Westwood Ave.

WASHINGTON

Bellevue
Walter S. Kimball, M.D., '30
3407 76th Ave. N. E.
Evergreen Point

Seattle
Lucius H. Biglow, Jr., '42
1900 Washington Bldg.
Pendleton Miller, '28
711 Central Bldg.
Holt W. Webster, '39
2000 12th Ave., East

Spokane
Samuel L. Galland, '25
2414 West Second Ave.

Tacoma
Howard S. Reed, '45
P.O. Box 1645
Weyerhaeuser Timber Co.

WEST VIRGINIA

Charleston
William A. Pugh, '39
15 Grosscup Rd.

Wheeling
Marshall T. Gleason, Jr., '33
Shawnee Hills

WISCONSIN

Madison
Professor Williams L. Sachse, '30
1105 Waban Hill

Milwaukee
Robert A. Uihlein, Jr., '34
235 West Galena St.

Racine
John H. Batten, 3d, '31
Twin Disc Clutch Co.
1328 Racine St.

WYOMING

Casper
J. A. Padon, Jr., '39
213 Cottman Bldg.

Laramie
Very Rev. Otis G. Jackson, '20
Box 963

Story
Maurice Leon, Jr., '42
Box 225

BERMUDA

Hamilton
Hugh C. Masters, '40
Box 139

BRITISH CROWN COLONY

Hong Kong
Kenneth K. Chun, '44
4/4 A Des Voex Road, Central
Malayan Insurance Co.

CANAL ZONE

Balboa
Robert J. Boyd, Jr., '48
Box 2013

COLOMBIA

Bogota
William Adams, III, '44
First Nat'l City Bank of New York
Apartado Aereo No. 4134

ENGLAND
London
LAURENCE W. M. VINEY, '38
44 Great Queen St., W.C. 2

FRANCE
Paris
CHARLES C. DE LIMUR, '40
Bankers Trust Co.
16 Place Vendome
Seine et Oise
PATRICK G. NOLLET, '51
28 Rue des Sablons
La Celle Saint Cloud

GUATEMALA
Guatemala City
JOHN L. WHITBECK, '40
4A Ave. Sur 14

MEXICO
Mexico City
WILLIAM H. HATHEWAY, '41
Rockefeller Foundation
Calle Londres 40

PUERTO RICO
Rio Piedras
RICARDO A. GONZALES, '53
Box 206

VENEZUELA
Caracas
ALBERTO J. VOLLMER, '42
Edf. Polar-piso 13
Plaza Venezuela

STUDENTS—1961-62

GEOGRAPHICAL REPRESENTATION

Arkansas	7	New Hampshire	7	Canada	7
California	36	New Jersey	50	Canal Zone	1
Colorado	2	New Mexico	2	China	1
Connecticut	83	New York	128	Denmark	1
Delaware	3	North Carolina	14	Ecuador	1
District of Columbia	7	North Dakota	1	El Salvador	1
Florida	13	Ohio	19	England	1
Georgia	4	Oregon	1	Germany	1
Hawaii	1	Pennsylvania	35	Greece	1
Illinois	20	Rhode Island	10	India	1
Indiana	3	South Carolina	4	Japan	2
Iowa	14	South Dakota	1	Mexico	2
Kansas	2	Tennessee	4	Norway	1
Kentucky	4	Texas	18	Panama	1
Louisiana	2	Utah	3	Peru	1
Maine	13	Vermont	7	Philippines	1
Maryland	7	Virginia	18	Puerto Rico	4
Massachusetts	205	Washington	1	Thailand	1
Michigan	12	West Virginia	4	Turkey	1
Minnesota	4	Wisconsin	3	Venezuela	3
Mississippi	3	Wyoming	3	Virgin Islands	2
Missouri	3	Africa	1	West Indies	1
Montana	1	Austria	1		
Nebraska	8	Bermuda	1		829

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A

S Abbot, Charles Stevenson
Virginia Beach, Va.

S Abbott, Freeland Knight, Jr.
Somerville 44, Mass.

S Adams, John Dinsmore
Katonah, N. Y.

J Albertson, Carl Eric
Newtonville 60, Mass.

L Alexander, Duncan McIndoe
Big Rock, Ill.

S Allen, Lee Howard
Holyoke, Mass.

J Allen, Stephen Church
Beverly, Mass.
J Allen, Thomas Heckel
Mamaroneck, N. Y.
L Allis, Samuel Gummere
Andover, Mass.
S Allison, John Robert
Newport Beach, Calif.
L Almquist, Adrian Kavan
Valentine, Neb.
L Alpert, Laurent
Great Neck, N. Y.
S Anderson, Thomas McDowell, Jr.
Coral Gables 46, Fla.
S Andrews, Archie Moulton, III
Greenwich, Conn.
S Andrews, George Edward
Grand Rapids, Mich.
J Aranow, Philip Thompson
Hastings-on-Hudson, N. Y.
S Armstrong, Christopher Story
West Hartford 7, Conn.
J Arras, Robert Edward, Jr.
Panama, R. P.
U Askman, Jan Phillip
South Hamilton, Mass.
U Atkinson, Stephen Hart
Brookline 46, Mass.
S Atri, Elias Hadid
Lomas, Mexico 10, D.F.
J Austin, Howard Albert, III
Toronto, Ontario, Canada
U Avery, Rocco Finan
Eagle Pass, Texas
L Axelrod, John Philip
Andover, Mass.

B

S Babb, Cristopher Tate
New Canaan, Conn.
L Babcock, Arthur Edward
Columbus 21, Ohio
L Badger, Daniel Bradford, Jr.
Greenwich, Conn.
S Badman, John
Houston, Texas
J Baker, Brock
New York 28, N. Y.
S Bakst, Merrill Charles
Fall River, Mass.
J Ballard, William
Norwich, Vt.
L Barber, Thomas Alexander
Quincy, Ill.
L Barnes, Benjamin Ayer, Jr.
Belmont 78, Mass.
S Barnett, Stephen Vincent
Williamstown, Mass.
J Barnum, Richard Woodhull
Bethlehem, Pa.
S Baron, Jonathan Miller
Chestnut Hill 67, Mass.
J Barry, Christopher John
Methuen, Mass.
S Barry, Richard Hanley
Dallas, Texas
U Bass, Eward Perry
Fort Worth, Texas
L Baston, Prescott Woodbury, Jr.
Marblehead, Mass.
J Baudler, Matthias Armin Detlev
Eureka, S. Dak.
U Baumer, William Henry, Jr.
Westfield, N. J.
S Beard, Charles Julian, II
Detroit 14, Mich.
S Beard, Michael Crowell
San Jose, Calif.
S Beck, Timothy Kleewing
Andover, Mass.
S Beinecke, Frederick William, 2d
Summit, N. J.
U Belforti, Joseph Charles, Jr.
Framingham, Mass.
U Bell, Richard Henry, Jr.
Winnetka, Ill.
L Bemis, John Gordon
Concord, Mass.
J Bennett, William Russell, III
Andover, Mass.
U Bilheimer, John Morris
Little Rock, Ark.
S Binford, Henry Claxton
Washington 11, D. C.
S Bingham, Samuel Almeron, III
Asheville, N. C.
U Bingham, Timothy Woodbridge
Riverdale 71, N. Y.
U Binns, James Hazlett, Jr.
Lancaster, Pa.
S Birmingham, Hobart McKinley, Jr.
Fairview, Pa.
L Bissell, Richard Etter
San Jose 26, Calif.
L Bixby, Jonathan Lee
Swampscott, Mass.
S Bledsoe, Robert Terrell
Little Rock, Ark.
J Blickman, Stewart Michael
Pearl River, N. Y.

S Blossman, John Richard
Ocean Springs, Miss.
S Blum, Alfred Adolph, Jr.
Albany, Ga.
L Bonda, Craig Alan
Fair Lawn, N. J.
S Bonnett, David Huntington
Wellesley Hills, Mass.
L Booth, Timothy Morse
Lewiston, N. Y.
U Borland, John Jay, Jr.
Lake Forest, Ill.
U Born, John Robert
New York 28, N. Y.
U Bourne, James Russell
New York 28, N. Y.
J Bourne, William Randolph
Danville, Va.
U Bowen, David Vaughan
Woods Hole, Mass.
J Bowen, Stephen Gardner
Woods Hole, Mass.
U Boxer, Daniel Ellis
Newburyport, Mass.
S Boynton, Woodward Rutter
Pasadena 4, Calif.
J Bradford, Gerard, III
Andover, Mass.
L Brady, John Michael
Middletown, R. I.
U Brainerd, Gordon Charles, Jr.
Billerica, Mass.
S Bramwell, Fitzgerald Burton
Riverdale 71, N. Y.
J Branges, Warren Gregory
Yosemite National Park, Calif.
L Brayton, Paul Flint
Little Compton, R. I.
J Briggs, Alba Houghton, III
Chadron, Neb.
L Brock, Richard Linton
Montpelier, Vt.
L Brodhead, Richard Halleck
Fairfield, Conn.
L Bron, James Merle
Buffalo 9, N. Y.
L Brown, Alan Sanborn
Henniker, N. H.
L Brown, Douglas Williams
Waterville, Maine
U Brown, James Kingsbury
Kalamazoo, Mich.
S Brown, Jeffrey Lindabury
Wellesley Hills 81, Mass.
J Brown, Judson Brooks
Andover, Mass.
J Brown, Malcolm McDougal
Lake Forest, Ill.
L Brown, Ronald Jeffrey
Paragould, Ark.
U Brown, Wallace Harold, II
Shreveport, La.
J Browning, John Donald
Sea Cliff, N. Y.
L Bryant, Anthony Gibbs
Willowdale, Ontario, Canada
S Budd, George Norman
Clifton, N. J.
U Bull, Graham Whittlesey
Hamden 17, Conn.
L Burbank, Stephen Bradner
Katonah, N. Y.
S Burgess, Thomas Knight
Shrewsbury, Mass.
L Burke, Edwin Marston, Jr.
Far Hills, N. J.
S Burns, Christopher
Lincoln, Mass.
J Burr, Peter Merritt
Concord, Mass.
U Burton, Robert Mason
Upper Montclair, N. J.
L Bush, George Walker
Houston 27, Texas
U Bush, Prescott Sheldon, 3d
Greenwich, Conn.
S Byrd, Hal Clifford, Jr.
Spartanburg, S. C.

C

U Cahners, Andrew Phillip
Brookline 46, Mass.
U Calderon, Cesar Augusto, Jr.
Santurce, Puerto Rico
L Calderwood, Stephen Beaven
Andover, Mass.
S Caldwell, Samuel Smith, Jr.
Anchorage, Ky.
J Call, William Herbert
New Canaan, Conn.
U Campbell, Colin McLeod
New York 21, N. Y.
U Campion, Edward Winslow, II
Bronxville, N. Y.
S Cannon, Charles Albert, III
Sioux City 3, Iowa
L Carl, Peter William
Islip, N. Y.
S Carleton, Edward Hercules, Jr.
Schererville, Ind.

U Caron, Joel Fulton
Salem, Mass.
L Carothers, Thomas Abbott
Cincinnati 8, Ohio
U Carpenter, Donald Boyd, Jr.
Norfolk 5, Va.
L Carr, John Carroll
Cincinnati 43, Ohio
S Carter, Timothy Howard
Copenhagen, Denmark
L Carter, William Henry
Laguna Beach, Calif.
U Carver, John Henry, Jr.
Andover, Mass.
U Casey, John Alexander
Port Edwards, Wis.
L Cathcart, Patrick Alan
Whittier, Calif.
L Cathcart, Robert James
Whittier, Calif.
U Caulkins, Horace James, Jr.
Darien, Conn.
L Chaisson, Joseph Michael
Nice, France
J Chamberlin, William Laverack
Sherborn, Mass.
S Chapin, Bruce Macfarlane
Sharon, Conn.
S Chapman, Robert Sedgwick
Darien, Conn.
L Chase, Eric Lewis
Minneapolis 14, Minn.
L Cheek, Robert Caldwell
Fort Worth 7, Texas
L Chessman, Robert Osgood
Granville, Ohio
J Chestnut, William James, Jr.
Bangor, Maine
S Chiappa, Keith Henry
Spanish Point, Bermuda
S Chickering, William Henry, III
New York 21, N. Y.
J Churchill, Stephen Creswell
Topsfield, Mass.
J Clapp, Peter Wales
Washington 16, D. C.
U Clapp, Richard Waldo
Lewiston, Maine
U Clark, Carlton Eugene
Elwood, Neb.
J Clark, Warren Kempton
Little Compton, R. I.
J Claxton, Gary Russell
Schenectady, N. Y.
U Cleverly, Andrew Bruce
Whitinsville, Mass.
L Clift, Daniel Kennedy
Andover, Mass.
S Clift, Robert Creighton
Andover, Mass.
L Cluff, Gregory Bruce
Wellesley Hills, Mass.
S Cohen, Jonathan Brewer
Lexington, Mass.
J Cole, Robert Albert
Andover, Mass.
U Coleman, William Scott
Easton, Pa.
S Collins, Halsey Bingham
Chevy Chase 15, Md.
L Collins, John Harding Horan
Chevy Chase 15, Md.
U Condit, John Douglas
Syracuse 15, N. Y.
J Constantineau, Peter David
North Andover, Mass.
L Cook, Alan Augustus, II
Chatham Township, N. Y.
U Cooke, Christopher Creighton
Armonk, N. Y.
L Cooper, Daniel Sheldon
Dover, Mass.
S Corcoran, Robert James
Reading, Mass.
S Corey, Carl Walter
Cumberland Hill, R. I.
U Cory, Robert Haskell, III
Englewood, N. J.
L Cory, Thomas Ramsdell
Stamford, Conn.
L Cottle, Robert Stanley, Jr.
Norwell, Mass.
L Cowan, Douglas Fairman
Worcester 2, Mass.
S Cowden, John Peter, Jr.
Westport, Conn.
L Craford, John Kent
Onawa, Iowa
L Crane, Andrew Barry
Andover, Mass.
S Crawford, Richard Douglas
Pennington, N. J.
J Cromie, Richard James
Andover, Mass.
S Crowell, Timothy Adams
Stamford, Conn.
L Crowley, Francis Jerome
Scituate, Mass.
S Crystal, Thomas Leslie, III
Panama, Canal Zone
S Cullen, Edward Geoffrey
Greenwich, Conn.
L Cutler, Howard Manning
Greenwich, Conn.

D

L Dabney, Stephen Francis
Fairfield, Conn.

U Damon, William Van Buren
Brockton, Mass.

L Darby, Lawrence Allnutt, Jr.
Dawsonville, Md.

S Davey, Michael Dean
North Haven, Conn.

U Davis, Leighton Ira, Jr.
Eau Gallie 7, Fla.

J Davis, Ralph Paul
Washington 15, D. C.

L Davis, Richard Houston
East Princeton, Mass.

U Davis, Stuart Hill
Jonesboro, Ga.

S Day, Thomas Russell
Mattapoisett, Mass.

L Dell Isola, Lawrence Russell
Cleveland Heights 6, Ohio

S Dennis, Richard Conant, Jr.
Auburn, Maine

S deSola, Francisco Ricardo Roberto, Jr.
San Salvador, El Salvador, C. A.

J Devereux, Stephen Edward
Ponte Vedra Beach, Fla.

L deWolfe, Geoffrey Holden
Cleveland Heights 6, Ohio

J Dickerson, Norvin Kennedy, Jr.
Monroe, N. C.

L Dimlich, David John
Andover, Mass.

J Dineen, John William
Lawrence, Mass.

L DiRago, Joseph Vincent
Woburn, Mass.

J Dixon, Courtlandt Palmer, III
Lawrence, L. I., N. Y.

S Dixon, Jonathan Allan
Saddle River, N. J.

U Doherty, Paul Martin
Andover, Mass.

J Doherty, Thomas Joseph, Jr.
Andover, Mass.

S Donahoe, Shaun Schuyler
Rochester 10, N. Y.

J Donaldson, Robert Beach
Riverdale 71, N. Y.

S Donaldson, Russell Griffith
South Hamilton, Mass.

L Donat, Jeffrey Richard
Fargo, N. D.

U Donegan, George Francis, Jr.
Andover, Mass.

U Donnell, Robert Phippen
Salem, Mass.

U Donnell, William Sebek
San Marino, Calif.

L Dorr, Richard Gibson, Jr.
Belmont 78, Mass.

L Downing, Conway Augustus
Newport News, Va.

J Dun, John Spurrier
San Mateo, Calif.

U Dupcak, Joseph Daniel
E. Setuaket, N. Y.

U Durham, Arthur
Andover, Mass.

J Durham, Harry Blaine, III
Casper, Wyo.

S Durham, Roy Alan
New York 21, N. Y.

E

U Eakland, Peter Burr
Rye, N. Y.

S Eames, Morgan Frederick
Holland Patent, N. Y.

L Eargle, Donald Brian
Sumter, S. C.

L Eastland, Thomas Butler, 2d
Essex, Conn.

L Edwards, Bruce Haven
Stanford, Calif.

S Ehrhart, Lawrence Albert
Orleans, Mass.

L Eichleay, John William, Jr.
Pittsburgh 17, Pa.

L Elkins, Randolph Hugh
Sea Girt, N. J.

S Emmer-Szerbesko, Claus Dietrich
Caracas, Venezuela

U Emory, Hugh Mercer
Morristown, N. J.

U Engvall, Donald Montgomery
Dublin, N. H.

J Eubank, Daniel Fulton
Alexandria, Va.

J Everett, Todd Harrison
Caracas, Venezuela

L Everett, Warren Douglas
Vicksburg, Miss.

F

S Fabiano, John Gasper
Somerville 44, Mass.
U Faggi, John Alexander Butler, Jr.
Concord, Mass.
U Farrar, Roger Preston
Winchester, Mass.
U Farrell, Dennis Michael
Ocean Springs, Miss.
L Fay, Fred Clifford, II
York, Pa.
S Ferrara, Peter Smith
Beaver Lake, N. J.
U Fidelman, Robert Lee
Elmira, N. Y.
U Fielding, Richard Franklin
Cohasset, Mass.
J Finch, Stephen Baker, Jr.
Lawrence, L. I., N. Y.
L Finlay, James Regan
Manchester, Mass.
S Fleming, Randolph Ingersoll
New Haven, Conn.
L Fleming, Richard Elliot
Chatham, N. J.
U Flory, Paul John, Jr.
Portola Valley, Calif.
U Flory, Thomas Reherd
Boyce, Va.
S Formanek, Peter Raemin
Snyder 26, N. Y.
U Foster, John Burt, Jr.
Mankato, Minn.
J Fox, John Gardner
Rumson, N. J.
L Franchot, Douglas Warner, III
Providence, R. I.
U Francisco, Michael Cabell
Fort Bragg, N. C.
S Frank, Robert Elliot
Malden, Mass.
U Frantz, Christopher Norman
Chatham, N. J.
S Freeman, Charles Townsend
Harwich, Mass.
L French, William Decker
Moline, Ill.
U Frenzel, James Charles
Durham, N. C.
S Frishman, Steven Arthur
Andover, Mass.
L Fry, Morton Harrison, II
New York, N. Y.
U Fuchs, John Robert
Lynn, Mass.
L Fulton, Winthrop DeWolf
Providence, R. I.

G

L Gage, John Stephen McEnery
East Hampton, L. I., N. Y.
L Gallagher, Paul Killian
Armonk, N. Y.
J Gallaudet, Peter Wallace
Farmington, Conn.
S Gammons, Robert Pickwood, Jr.
Terrace Park, Ohio
J Ganem, Bruce Emil
Methuen, Mass.
L Gang, David Lester
Huntington, W. Va.
J Gang, Robert Charles
Huntington, W. Va.
J Gangsei, Peter Thomas
Perth Amboy, N. J.
U Gardner, Edwin Sumner, Jr.
Nashville 5, Tenn.
S Gardner, William Leland
Rye, N. Y.
J Garner, Thomas Fleetwood, Jr.
Richmond 29, Va.
S Garrett, James Yard
Pittsburgh 8, Pa.
L Garten, Jeffrey Elliot
Fort Monroe, Va.
U Garvan, Francis Patrick
Salisbury, Conn.
S Garver, John Anson
Oyster Bay, N. Y.
L Gass, Kenneth Brewer
Greencastle, Ind.
S Geissmann, Jon Christopher
New York 22, N. Y.
J Gibson, Anthony Herrick
Stamford, Conn.
S Gilbert, Parmalee Prentice
Stamford, Conn.
S Gilbert, Thomas Strong
New York 21, N. Y.
S Gilmore, Thomas North
Cambridge 40, Mass.
U Glendon, William Richard, Jr.
Scarsdale, N. Y.
S Gonzalez, Jorge Rafael
Santurce, Puerto Rico
L Gonzalez, Jose Raul
Bayamon, P. R.

U Goodman, Douglas John
Lowell, Mass.
S Goodwin, Andrew Jackson
Lake Forest, Ill.
U Gordon, John Dozier, 3d
New York 21, N. Y.
S Gordon, Albert Roth
Columbia, Tenn.
J Gorelik, Gregory Mordecai
Guayaquil, Ecuador, S. A.
S Gorrie, John Edward Anderson, Jr.
Andover, Mass.
U Gould, Richard Nash
Atlanta 5, Ga.
S Gramlich, Francis Charles
Hanover, N. H.
U Grant, Jeffrey Morton
Winchester, Mass.
S Grant, Tone North
Bethesda 14, Md.
L Greenberg, Glenn Hank
New York 28, N. Y.
S Greenberg, Richord Morton
New York 22, N. Y.
L Greene, Alexander Maury
Nokomis, Fla.
S Greene, John Holt
Greenwich, Conn.
U Greene, Michael Shaw
Greenwich, Conn.
S Grew, Edward Sturgis
Andover, Mass.
J Grew, James Hooper, Jr.
Andover, Mass.
L Grinberg, Donald Irving
White Plains, N. Y.
S Grinnell, Kenneth Lloyd
Lincoln, Mass.
S Griswold, James Robert, Jr.
Ligonier, Pa.
J Gurry, Christopher Jude
Andover, Mass.
L Guss, Jonathan Joseph Enman
St. John, N. B., Canada

H

J Hafkenschiel, Benjamin Thomas
Bala-Cynwyd, Pa.
U Hall, Matthew Warren, V
Heath, Mass.
U Hally, Richard Blaine
N. Quincy 71, Mass.
L Hannon, Richard Blakely
Cambridge, Mass.
U Hardy, Gordon Alfred, Jr.
New York 21, N. Y.
L Harker, Steven Douglas
Hawarden, Iowa
L Harris, Edward Moseley, Jr.
Andover, Mass.
J Harris, George Rice
Andover, Mass.
U Harris, Thomas Everett, Jr.
Alexandria, Va.
S Hartley, Francis, IV
Kittery Point, Maine
U Hartman, William Lawton
Philadelphia 44, Pa.
U Harwood, John Henry, II
Worcester 9, Mass.
L Haviland, Peter Lawrence
Montclair, N. J.
S Hawkanson, James Crosby
Duluth, Minn.
S Hawks, Tod Howard
Topeka, Kans.
U Hawn, Van Zandt
Cooperstown, N. Y.
L Hay, Jonathan Marsden
Shaker Heights 20, Ohio
J Hayes, Grenville Karl
Fairhaven, Mass.
U Hayes, John Edwin
Monterrey, N. L., Mexico
L Heard, John Owsley
Sewickley, Pa.
J Heifetz, Louis James
Andover, Mass.
U Heist, Jeremy William
Lansing 10, Mich.
U Hekimian, Frank Vram, Jr.
Lawrence, Mass.
J Hemingway, John Moon
Stamford, Conn.
J Henry, Paul Wallace
Middlebury, Conn.
S Heredia, Jose Constantino
Lima, Peru
U Heyworth, Eric Little
New York 25, N. Y.
S Higgins, Ivanhoe Bradshaw, Jr.
Baltimore 16, Md.
L Hight, Frank Hanford
Perrysburg, Ohio
U Hile, Norman Carter
Chatham, N. J.
S Hill, Jeffrey Dupuis
Darien, Conn.
U Himes, John Fraser
Tampa 11, Fla.

S Hinckley, Thomas Morse
Acton Center, Mass.
S Hinkle, Lawrence Earle, III
New Canaan, Conn.
J Hinkle, Ward Byington
New Canaan, Conn.
L Hirsch, Robert Louis
Ridgefield Park, N. J.
L Hives, Harry George
Center Valley, Pa.
S Hobart, Ralph Hastings
Northfield, Ill.
L Hobler, Randolph Windsor
Princeton, N. J.
L Hobson, Henry Wise, III
Cincinnati 42, Ohio
U Hoffman, Paul
St. Thomas, V. I.
L Holdorf, James Alfred
Lincoln, Neb.
S Holdorf, Paul Stanley
Lincoln, Neb.
L Holland, Franklin Brown
Greenwich, Conn.
S Holloway, Donald Curry
Topsfield, Mass.
S Holmes, Henry Hunter
Bedford, Mass.
U Hooker, Henry Garden
New York, N. Y.
U Hootstein, Daniel David
Brookline, Mass.
J House, Jonathan Martin
New York 28, N. Y.
U Howard, Sedgwick, Jr.
Greenwich, Conn.
L Howe, Richard Turner
Melrose, Mass.
J Hoye, Robert Wallace
Wellesley Hills 81, Mass.
J Hudner, Michael Sweeney
South Swansea, Mass.
U Hunt, Larry Bonney
Auburn, Maine
U Hunt, William Martin
St. Clair, Mich.
L Huvelle, Jeffrey George
Litchfield, Conn.

I

J Indjic, Eugene
Springfield, Mass.
S Israel, Thomas Craig
Stamford, Conn.

J

S Jacobs, Carl Bearse, Jr.
Glenview, Ill.
J Jako, Miklos
Andover, Mass.
S Jallow, Yaguba Amadou
Bathurst, Gambia, Africa
S Jenkins, Daniel Henry, III
Scranton 8, Pa.
L Jessup, John Milburn
New York 28, N. Y.
L John, Hunter Eardlie
White Plains, N. Y.
U John, Wendell Eardlie
White Plains, N. Y.
L Johnson, Allan Griswold
Boston, Mass.
L Johnson, Clay, III
Fort Worth, Texas
U Johnson, Daniel Lee, Jr.
Grosse Pointe Farms 36, Mich.
U Johnson, Peter Charles
Wenham, Mass.
L Johnston, Alan Cope
Kenilworth, Ill.
S Jones, Hugh McKean
Canandaigua, N. Y.

K

J Kahn, Ely Jacques, III
Scarborough, N. Y.
U Kaiser, Michael Theodore
Honolulu, Hawaii
L Kambhu, Tira Chai
Bangkok, Thailand
U Kane, John Clarke, Jr.
Swampscott, Mass.
U Kane, William Allan
San Francisco 23, Calif.
S Karlen, Delmar, Jr.
Garrison, N. Y.
S Kaufman, Stephen Andrew
Westport, Conn.
S Kaufmann, Charles Barnard, III
Darien, Conn.

J Kaufmann, Rodgers Passavant
Darien, Conn.
S Keeney, Robert Leland, 3d
Somersville, Conn.
S Keith, Samuel John
Natick, Mass.
S Keller, Robert Jeremiah
Miami Beach, Fla.
J Keller, Robert Scott
Winnetka, Ill.
U Kelly, Kevin MacLachlan
San Francisco 18, Calif.
L Kendrick, Marvin Hayne, Jr.
Alexandria, Va.
L Kenna, Lee Mountcastle, Jr.
Charleston 4, W. Va.
L Kennedy, Sean Kevin
Worcester, Mass.
L Keppelman, Arthur Conrad, Jr.
Essex Fells, N. J.
U Kessler, John Alexander, Jr.
Cambridge 38, Mass.
L Kidde, John Edgar
Pasadena 3, Calif.
U Kidder, John Tracy
Oyster Bay, N. Y.
J Kilbreth, James Truesdell, III
Garden City, L. I., N. Y.
S King, James Anthony
Briarcliff Manor, N. Y.
L Kispert, Robert Gordon
Dover, Mass.
J Kitson, Peter Wesley
Haverhill, Mass.
S Klahn, Robert Jewell, Jr.
Columbia, Tenn.
S Kleiber, Pierre Maxwell
Davis, Calif.
U Kloepfer, Dennis Michael
Azusa, Calif.
U Knapton, David Robert
Norton, Mass.
S Knight, David Holman
Winterport, Maine
S Knueppel, Nicholas
Davenport, Iowa
U Kresch, Andrew Lee
Stamford, Conn.
U Kurzon, Joel Foster
Uxbridge, Mass.
U Kusterer, Kenneth Carleton
Woodbridge, Conn.
J Kutvirt, Thomas Otakar
Rochester 18, N. Y.

L

U Lakin, Charles Richard
Des Moines 10, Iowa
L Lange, Bjorn Roland
Absecon, N. J.
U Langton, Stacy Guy
Salt Lake City 6, Utah
S Lansing, John Townsend
Cleveland 22, Ohio
U Larkin, Charles Lewis, III
Middlebury, Conn.
J Laughead, James Russell, Jr.
Des Moines 10, Iowa
J Leary, Richard Maxwell
Arlington 74, Mass.
J Lederer, John Hall
Hatboro, Pa.
L Lee, Sidney Phillip, Jr.
Springarden, St. Croix, V. I.
S Leger, Richard Edward
Lynn, Mass.
S Leichliter, Van Handlin, Jr.
Shaker Hts. 22, Ohio
U Leonard, Richard William
Larchmont, N. Y.
L Lerner, Stephen Daedalus
New York 28, N. Y.
S Levin, John Michael
Staten Island 1, N. Y.
S Levin, Robert Nathan
Mt. Kisko, N. Y.
J Levine, John Braverman
Lowell, Mass.
S Levy, Andrew Harris
Washington 8, D. C.
S Lewis, Randall Jeffrey
Taunton, Mass.
U Liles, Gerald Allen
Death Valley, Calif.
S Little, John William, III
Decatur, Ill.
L Little, Prescott Manning, Jr.
Danville, Va.
L Lockhart, James Bicknell, III
Summit, N. J.
L Logan, Timothy Van Dyck
Concord, Mass.
U Long, Harry Hilton, Jr.
Allentown, Pa.
L Lonsdale, Robert Douglas
St. Armands Key, Sarasota, Fla.
L Look, Allen MacMartin, Jr.
Rye, N. Y.

L Loomis, Nathaniel Barton
Greenwich, Conn.
U Lower, Louis Gordon
Hastings-on-Hudson, N. Y.
S Lucas, Thomas Dean
Bad Homburg, Germany
U Lueders, Thomas Louis, Jr.
Philadelphia 18, Pa.
L Lukingbeal, Eric
New Canaan, Conn.
S Lux, Robert Lloyd
Lewiston, Maine
U Lynch, Timothy Scott
Chappaqua, N. Y.

M

J McAfee, Stuart Reeves
Irvington-on-Hudson, N. Y.
J McCabe, Frederic Charles, Jr.
Lawrence, Mass.
L McCarthy, William Hugh
Chelsea 50, Mass.
U McChesney, Thomas Balmer
Sewickley, Pa.
L McClure, Matthew James
Fort Lauderdale, Fla.
S McCollum, Gerald Wilbur
Ashland, Mass.
L McConnell, William Charles
Winchester, Mass.
U McCormack, Winthrop Laflin
Greenwich, Conn.
U McCullough, Dennis Michael
Dollar Bay, Mich.
L McCullough, John Adams
Hanover, Mass.
L MacElhiney, Gary Michael
Lancaster, Mass.
U MacFarlane, Donald Martin
Quebec, Canada
U McGirt, Joseph Ward
Charlotte, N. C.
U McGlothlin, William Christopher
Arlington, Va.
S McGraw, Kenneth Oakley
Memphis 16, Tenn.
U McIlroy, Robert Stuart
Pittsburgh 37, Pa.
S McKee, William St. John
Wright-Patterson A. F. Base, Ohio
U McKenzie, Jamieson Angus
Old Greenwich, Conn.
U MacLean, Babcock
New York 21, N. Y.
J McLean, Edward Righter, Jr.
Greenville 7, Del.
J McLean, John Alan
Summit, N. J.
J McLean, Stuart Thomas
Pound Ridge, N. Y.
S McMrath, Jonathan Clark
Royal Oak, Mich.
S McNamee, Daniel Vincent, III
Loudonville, N. Y.
J MacNelly, Jeffrey Kenneth
Cedarhurst, L. I., N. Y.
L Macdonald, Torbert Hart, Jr.
Malden, Mass.
U Macneale, Neil, III
Cincinnati 15, Ohio
J Madison, Michael Timothy
Davis, Calif.
S Maehlum, Sverre
Vettakollen, Oslo, Norway
J Magruder, Joseph Hull, Jr.
Fairfield, Conn.
U Mahaffay, John Winslow
Benton Harbor, Mich.
J Mahoney, Timothy William
White Plains, N. Y.
J Maling, Walter Henry
Annapolis, Md.
S Malone, Frederick Roland, III
Summit, N. J.
S Malozemoff, Alexis Plato
Greenwich, Conn.
U Mandel, Matthew Bendett
Mystic, Conn.
S Mandell, Jeffrey Howard
Pottsville, Pa.
S Mann, William Arthur
Ridgewood, N. J.
L Mansfield, Douglas Kennard
Wellesley, Mass.
J Marble, Warren Nickerson
South Dennis, Mass.
L Marshall, Robert Patterson, Jr.
Bronxville, N. Y.
J Marshall, Stephen Bush
Palo Alto, Calif.
U Martin, Charles Fontaine
Darien, Conn.
U Marusi, Raymond Travis
Red Bank, N. J.
J Marvel, Jonathan Hopkins
Greenville, Del.
U Marvin, Peter Frank
Woodmere, N. Y.

U Mathes, Stephen Jon
Great Neck, N. Y.
U Mattern, Brock David
South Hamilton, Mass.
S Matthias, John Otto
San Marino, Calif.
L Mayer, Christopher
Pittsburgh 13, Pa.
U Mayer, James William
Santa Fe, N. M.
U Mayers, Arthur Nicholas
Derry Village, N. H.
S Mayo, John Caldwell Calhoun, III
Ashland, Ky.
L Mazel, Eugene Andrew Stephen
Andover, Mass.
J Meade, Everard Kidder, III
New York 21, N. Y.
J Means, Graeme Donald
Providence 6, R. I.
U Meck, John Foster, III
Hanover, N. H.
J Mele, Peter Cameron
Barneveld, N. Y.
U Meng, Paul Chih, Jr.
White Plains, N. Y.
S Mettler, Arthur James
Upper Nyack, N. Y.
L Meyer, Michael Broeker
Nahant, Mass.
S Meyer, Richard Louis
Oshkosh, Wis.
L Meyer, Terry Gene
Las Vegas, N. M.
L Miller, Gerald Elbridge, Jr.
Washington 8, D. C.
L Miller, Jonathan Farrington
Roxbury, Conn.
U Miller, Mordecai Fitz-Henry
Roxbury, Conn.
U Milne, Jeffrey
Hanover, N. H.
U Minier, William Cunningham
Lincoln, Neb.
L Mitchell, John Olgierd
Stamford, Conn.
L Mitchell, Ronald Paul
Omaha 11, Neb.
U Mitchell, Walter Louis, III
Glen Ridge, N. J.
S Mohr, Brent Cummings
Madison, Conn.
U Monette, Paul Landry
Andover, Mass.
U Moody, Eric Craig
Bloomington, Ind.
L Moody, James Prescott
Haworth, N. J.
S Moonves, Michael Alexander
Newport News, Va.
L Moore, Bradford Elliott
Southboro, Mass.
S Moore, Edward Parsons, Jr.
Darien, Conn.
S Moore, Richard Anthony, Jr.
Pasadena 3, Calif.
S Morehouse, William Raymond
Sherrill, N. Y.
L Morey, Jonathan Matthew
Harrison, N. Y.
L Morgan, John Canfield
New York 28, N. Y.
J Morgan, John William, Jr.
Wellesley Hills 81, Mass.
J Morgan, Peter Eason
Corning, Ark.
U Morgan, Rhidian Morrow
Ridgefield, Wash.
S Morris, Douglass Bert
San Jose 25, Calif.
U Morrison, John Lewis
Gladwyne, Pa.
S Morrow, John Willis
Charlotte 3, N. C.
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Preliminary Application for Phillips Academy, Andover, Mass.

1. Time of proposed entrance: September, 19.....

2. Class applied for: JUNIOR LOWER MIDDLE UPPER MIDDLE SENIOR
(CIRCLE ONE) (9TH GRADE) (10TH GRADE) (11TH GRADE) (12TH GRADE)

3. Boy's name in full.....
FIRST MIDDLE LAST

4. Date of birth..... 5. Age at last birthday

6. Name of parent or guardian

7. Permanent address

.....

8. Preferred mailing address.....

.....

9. Do you intend to apply for scholarship aid?.....

Signed
(PARENT OR GUARDIAN)

Date..... '63

For further information, please consult the Catalogue under "Procedure in Applying." The required $10.00 application fee, payable to the Trustees of Phillips Academy, should accompany this form.

GEOGRAPHICAL CARD

1. Time of proposed entrance: September, 19.....

2. State (or country if not U.S.A.)

3. City or town.....

4. Boy's name in full.....
FIRST MIDDLE LAST

5. Date.....

Please fill out and return with
preliminary application

Phillips Academy, Andover, Massachusetts '63

CATALOGUE

PHILLIPS ACADEMY

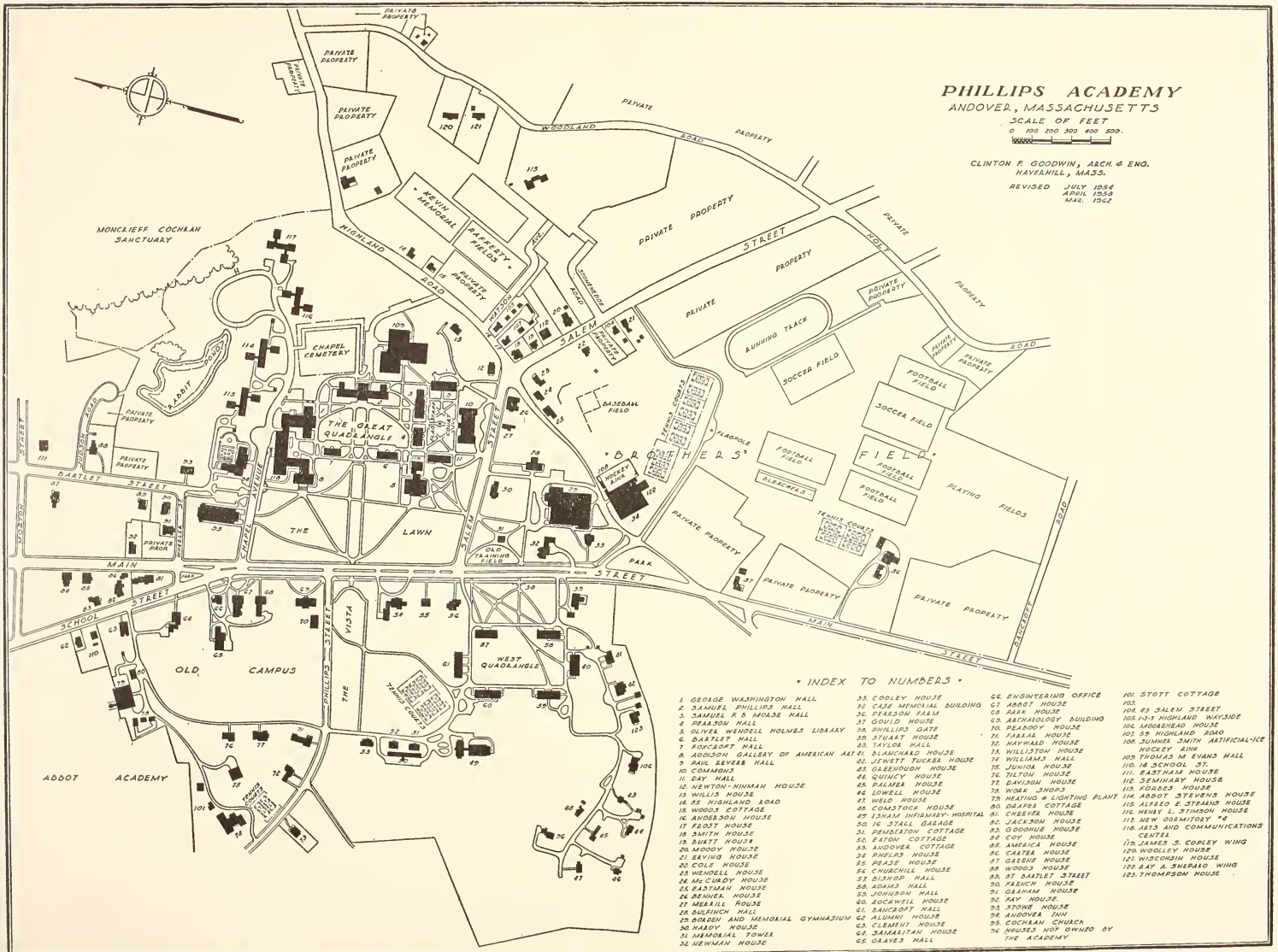
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AUGUST

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CALENDAR

SCHOOL YEAR 1963-1964

Fall term begins	Monday, September 16, 1963
Mid-term Rating	Wednesday, October 30
Long Thanksgiving weekend	Wednesday-Sunday, November 27 to 5:00 p.m. on December 1
Fall term ends	Thursday, December 19

Christmas Recess—19 days

Winter term begins	8:00 p.m., Tuesday, January 7, 1964
Mid-term Rating	Saturday, February 8
Long weekend	Friday-Sunday, February 14-16
Winter term ends	Thursday, March 12

Spring Recess—20 days

Spring term begins	8:00 p.m., Wednesday, April 1
Mid-term Rating	Wednesday, April 29
Spring Prom weekend	Friday-Sunday, May 8-10
Examinations end	Thursday, June 4
Commencement	Friday, June 5

Summer Session—1964

Summer session begins	Wednesday, June 24
Summer session ends	Thursday, August 6

SCHOOL YEAR—1964-1965

Fall term begins	Friday, September 11, 1964
Fall term ends	Thursday, December 17

Christmas Recess—19 days

Winter term begins	8:00 p.m., Tuesday, January 5, 1965
Winter term ends	Thursday, March 11

Spring Recess—19 days

Spring term begins	8:00 p.m., Tuesday, March 30
Examinations end	Thursday, June 3
Commencement	Friday, June 4

Summer Session—1965

Summer session begins	Wednesday, June 23
Summer session ends	Thursday, August 5

PURPOSE OF PHILLIPS ACADEMY

THE PURPOSE of Phillips Academy is to teach "the great end and real business of living." According to its Constitution, signed in 1778, "It is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others) is both weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character and lay the surest foundation of usefulness to mankind." Adapted to conditions of modern life, the aim of the Academy remains the same: so to intensify and broaden the capacities of its students that they may enter the larger world with trained minds and with a deepened sense of their responsibility to society.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students curiosity about things of the mind, to induce in them a desire to educate themselves. It attempts to foster the development of discriminating judgment and independence of thought. It tries to cultivate the imagination and emotions of its boys.

By long tradition Andover believes in a type of education that makes boys resourceful and independent. Andover believes in the value of student representation from all parts of the country and of the world, and from all walks of life. To its boys it offers an intellectual and moral discipline, believing that friendly encouragement and sympathy are the best incentives to accomplishment.

Phillips Academy is a liberal, modern school with an ancient tradition. It values the benefits passed on to it by many generations. It has contributed directly to the development of thousands of men, and indirectly to numberless aspects of our national life. Thankful for its history, Andover focuses on the present and on the future. Training American boys for service and leadership requires a flexible spirit that will test and try the new while treasuring the riches from the past.

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips John Phillips, LL.D.

Samuel Phillips, Jr.

Constitution and deed of trust signed	April 21, 1778
School opened	April 30, 1778
Act of incorporation	October 4, 1780

HEADMASTERS

ELIPHALET PEARSON, LL.D.	1778–1786
EBENEZER PEMBERTON, LL.D.	1786–1793
MARK NEWMAN, A.M.	1794–1809
JOHN ADAMS, LL.D.	1810–1833
OSGOOD JOHNSON, A.M.	1833–1837
SAMUEL H. TAYLOR, LL.D.	1837–1871
FREDERIC W. TILTON, A.M.	1871–1873
CECIL F. P. BANCROFT, Ph.D, L.H.D., LL.D.	1873–1901
ALFRED E. STEARNS, Litt.D., L.H.D., LL.D.	1903–1933
CLAUDE M. FUESS, Ph.D., Litt.D., L.H.D., LL.D.	1933–1948
JOHN M. KEMPER, A.M., L.H.D., Litt.D., LL.D.	1948–

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands and the sum of one thousand six hundred and fourteen pounds. Two years later, on October 4, 1780, the school was incorporated by the Act of Incorporation passed by the General Court of Massachusetts, signed by John Hancock.

The Constitution was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

> A serious consideration of the premises, and an observation of the growing neglect of *youth,* have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living.*
>
> The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.
>
> But above all, it is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others) is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

> This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.
>
> And, in order to prevent the smallest perversion of true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

Phillips Academy was opened for instruction April 30, 1778, in a building which had earlier been used as a carpenter's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian, who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger schoolhouse was built. On November 5, 1789, George Washington, President of the United States, visited Andover and addressed the students assembled on the Old Training Field.

The fourth principal, John Adams, raised the repute of the school, increased the attendance, and enlarged the number of teachers. During his term as principal, the second schoolhouse was burned, on January 28, 1818, and a new brick Academy designed by the famous architect Charles Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, "The School-Boy," is still in use.

The modern period of the school's history commenced in 1873 with the election of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. Under Dr. Bancroft's administration, attendance increased from 262 to over 400 pupils and since then has never dropped below that figure.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns. The purchase in 1908 of the lands and buildings of the Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. In the late 1920's and in the 1930's the school took its present form under a building and landscaping program made possible by the generosity of Thomas Cochran, other alumni, and friends of the school.

Under the administration of Claude M. Fuess, Headmaster from 1933 to 1948, the faculty was greatly enlarged and strengthened, the curriculum was revised, a number of buildings were added, and (in 1942) the Andover Summer Session began. In World War II, Andover men served in each of the services, and 143 gave their lives. During much of the war, Henry L. Stimson served as president of the Trustees as well as Secretary of War.

John M. Kemper was elected Headmaster in 1948. Since then, substantial advances have been made in three areas: curriculum, admissions policy, and the physical plant and resources.

The curriculum has been revised to provide increased flexibility. In 1952-1953, under Andover leadership and with a grant from the Ford Foundation, the important study, *General Education in School and College,* was completed. It has resulted in the introduction into the Andover curriculum of new, advanced, college-level courses. In 1955, in response to the national teacher shortage, the school inaugurated the Andover Teaching Fellow Program to recruit and train young men for teaching.

Concerning admissions, the decision was made in the late fifties to admit each year the best 250 candidates regardless of their ability to pay tuition. The effect of this decision has been to broaden still further the school's basic policy, in the words of its Constitution, "to be ever equally open to youth of requisite qualifications from every quarter."

In the third area, physical plant and resources, several changes are notable. The endowment has grown from eleven to twenty-five million dollars. Meantime the enrollment has increased from 725 to 841, and current plans envision a gradual continuing growth to approximately 850 boys.

During the years 1959-61 The Andover Program, a major capital gift drive carried out by alumni and parents, succeeded in raising $6,750,000 for new facilities. With these funds the Academy has built four new dormitories, a new science building, an Arts and Communications Center with extensive audio-visual equipment and increased studio space, an enlargement of the auditorium stage and an experimental drama lab, a wing on the Library, several new athletic fields, a roof for the hockey rink, and other athletic facilities; and existing buildings have been remodeled for more classrooms and for student and faculty housing.

TRUSTEES

HENRY WISE HOBSON '10, D.D., LL.D., *President* — Cincinnati, Ohio
Elected 1937, President since 1947

JOHN MASON KEMPER, A.M., L.H.D., LITT.D., LL.D., *Clerk* — Andover
Elected 1948

JAMES PHINNEY BAXTER, III '10, PH.D., LITT.D., L.H.D., D.Sc., LL.D. — Williamstown
Elected 1942

JOHN PETERS STEVENS, JR. '15, A.B. — Plainfield, N. J.
Elected 1948

CHARLES STAFFORD GAGE '21, A.M. — New Haven, Conn.
Elected 1952

BROMWELL AULT '18, S.B. — New York, N. Y.
Elected 1953

FREDERICK GOODRICH CRANE '15, A.B. — Dalton
Elected 1957

DONALD HOLMAN McLEAN, JR. '28, LL.B. — Summit, N. J.
Elected 1958

JOHN USHER MONRO '30, A.B. — Winchester
Elected 1958

THOMAS LEE PERKINS '24, LL.B. — Rye, N. Y.
Elected 1959

ROBERT LIVINGSTON IRELAND III '38, A.B. — New York, N. Y
Elected 1960

ALUMNI TRUSTEES

THOMAS THACHER '34, LL.B. — New York, N. Y.
Elected 1961 for three years

JOHN HARVARD CASTLE, JR. '34, A.B. — Rochester, N. Y.
Elected 1962 for three years

GEORGE HERBERT WALKER BUSH '42, A.B. — Houston, Tex.
Elected 1963 for three years

JOHN PAGE AUSTIN '32, A.B., LL.B. — Berkeley, Calif.
Ex Officio for one year as President of the Alumni Association

TRUSTEES EMERITI

PHILIP LORING REED '02 — Dedham
1933-1958

CHAUNCEY BREWSTER GARVER '04, LL.B. — New York, N. Y.
1947-1960

SUMNER SMITH '08, A.B. — Lincoln
1956-1960

FACULTY

John Mason Kemper, A.M., L.H.D., Litt.D., LL.D.
Headmaster — Elected 1948

Claude Moore Fuess, PhD., Litt.D., L.H.D., LL.D.
Headmaster, Emeritus — Chestnut Hill 1908-1948

George Franklin French, A.M.
Instructor in French, Emeritus — Andover 1907-1944

Lester Edward Lynde, A.M.
Dean, Emeritus — Andover 1901-1944

Oswald Tower, A.B.
Dean and Instructor in Mathematics, Emeritus — Andover 1910-1949

Alice Thacher Whitney
Recorder, Emerita — Andover 1902-1950

Lester Charles Newton, A.M.
Instructor in French and German, Emeritus — Andover 1918-1952

Henry Preston Kelley, A.M.
Instructor in Spanish, Emeritus — Pepperell 1918-28, 1935-52

Montville Ellsworth Peck
Instructor in Physical Education, Emeritus — North Bridgton, Me. 1916-1955

Guy Johnson Forbush, A.B.
Instructor in French, Emeritus — Andover 1917-1920, 1924-1955

Frank May Benton, A.B.
Instructor in Latin, Emeritus — Rome, Italy 1918-1958

Arthur Burr Darling, Ph.D.
Instructor in History, Emeritus — Washington, D. C. 1917-1918, 1933-1958

Douglas Mansor Dunbar, A.M.
Instructor in Mathematics, German, and Bible, Emeritus — Andover 1942-1958

M. Lawrence Shields, A.B.
Instructor in Biology and Secretary of the Academy, Emeritus — Marblehead 1923-1960

Roscoe Edwin Everett Dake, S.B.
Instructor in Chemistry, Emeritus — Andover 1921-1961

John Kingsbury Colby, A.M.
Instructor in Latin, Emeritus — North Andover 1940-1962

Miles Sturdivant Malone, Ph.D.
Instructor in History, Emeritus — Daytona Beach, Fla. 1937-1962

Elizabeth Eades, A.B.
Director of the Library, Emerita — Amherst 1929-1963

Roger Wolcott Higgins, A.M.
Instructor in English, Emeritus — Andover 1933-1963

John Sedgwick Barss, A.M. — Appointed 1923
Instructor in Physics on the Independence Foundation Teaching Endowment
Chairman of the Physics Department

Alan Rogers Blackmer, A.M., L.H.D. — 1925
Dean of the Faculty

KENNETH SMITH MINARD, A.M. 1928
Assistant Dean of Students

GEORGE KNIGHT SANBORN, S.B. 1928
Instructor in Biology on the Ammi Wright Lancashire Foundation
Warden of the Moncrieff Cochran Sanctuary

EMORY SHELBY BASFORD, A.B. 1929
Instructor in English on the Alfred Lawrence Ripley Foundation
Chairman of the English Department

ALFRED GRAHAM BALDWIN, D.D. 1930
Instructor in Religion and Social Problems on the Martha Cochran Foundation
School Minister
Chairman of the Religion Department

ROBERT EDWARD MAYNARD, S.B. 1931
Instructor in Mathematics on the Jonathan French Foundation

*LEONARD FRANK JAMES, A.M. 1932
Instructor in History on the Cecil F. P. Bancroft Foundation
Chairman of the History Department

GEORGE GRENVILLE BENEDICT, A.M. 1930-1932, 1933
Dean of Students

DOUGLAS SWAIN BYERS, A.M. 1933
Instructor in Anthropology
Chairman of the Archaeology Department

BARTLETT HARDING HAYES, JR., A.B. 1933
Instructor in Art
Chairman of the Art Department

JAMES RUTHVEN ADRIANCE, A.B. 1934
Assistant to the Headmaster

ALSTON HURD CHASE, Ph.D. 1934
Instructor in Greek and Latin on the Samuel Harvey Taylor Foundation
Chairman of the Classics Department

NORWOOD PENROSE HALLOWELL, JR., A.B. 1934
Instructor in English

FRANK FREDERICK DICLEMENTE, S.B. 1935
Instructor in Physical Education

JAMES HOOPER GREW, D. ès L. 1935
Instructor in French on the Elizabeth Milbank Anderson Foundation
Chairman of the French Department

FREDERICK SCOULLER ALLIS, JR., A.M. 1936
Instructor in History
Director of Financial Aid

CHESTER ARCHIBALD COCHRAN, A.M. 1936
Instructor in French

FREDERICK JOHNSON, S.B. 1936
Instructor in Archaeology

STEPHEN STANLEY SOROTA, S.B. 1936
Instructor in Physical Education

STEPHEN WHITNEY, A.M. 1936
Instructor in French

* On leave of absence.

Floyd Thurston Humphries, A.B. 1937
Instructor in French on the Independence Foundation Teaching Endowment

Hart Day Leavitt, A.B. 1937
Instructor in English

*William Hayes Brown, A.M. 1938
Instructor in English

Richard Sawyer Pieters, A.M. 1938
Instructor in Mathematics on the Alfred Ernest Stearns Foundation
Chairman of the Mathematics Department

Robert Whittemore Sides, A.B. 1938
Instructor in Mathematics
Director of Admissions

John Bromham Hawes, Ed.M. 1933-1936, 1939
Instructor in English

Harper Follansbee, Ed.M. 1940
Instructor in Biology
Chairman of the Biology Department

Walter Gierasch, A.B. 1941
Instructor in English

Dudley Fitts, A.B. 1941
Instructor in English on the Emilie Belden Cochran Foundation

Francis Bertrand McCarthy, A.B. 1941
Instructor in English and Philosophy

Elbert Cook Weaver, A.M. 1943
Instructor in Chemistry on the George Peabody Foundation
Chairman of the Chemistry Department

Cornelius Gordon Schuyler Banta, S.B. 1944
Instructor in Mathematics

Joseph Rittenhouse Weir Dodge, A.M. 1944
Instructor in English

Alexander Dunnett Gibson, A.M. 1944
Instructor in French

Frederick Almond Peterson, A.M. 1946
Instructor in English

Allan George Gillingham, Ph.D. 1947
Instructor in Latin and Greek on the John Charles Phillips Foundation

Peter Quackenbush McKee, Ed.M. 1947
Instructor in Physics
Scheduling Officer

Donald Emery Merriam, A.M. 1947
Instructor in Spanish
Chairman of the Spanish Department

*Gordon Gilmore Bensley, A.B. 1949
Instructor in Art
Director, Audio-Visual Center

John Richard Lux, M.S.Ed. 1949
Instructor in Mathematics

William Louis Schneider, Mus.Ed.B. 1949
Instructor in Music

* On leave of absence.

WILLIAM RUSSELL BENNETT, JR., A.B. 1950
Associate Dean of Students

WILLIAM JOHN BUEHNER, A.M. 1950
Instructor in Latin

*SIMEON HYDE, JR., A.M. 1950
Instructor in English

REAGH CLINTON WETMORE, M.P.E. 1950
Instructor in Chemistry and Physical Education

HENRY WARING SCHERESCHEWSKY, A.B. 1951
Comptroller

FREDERIC ANNESS STOTT, A.B. 1951
Alumni Secretary
Director of Development

PHILIP BROWNLIE WELD, M.S. 1951
Instructor in Chemistry and Physics

WILLIAM FRANKLIN GRAHAM, B.S. 1952
Instructor in Mathematics
Excusing Officer

FRED HAROLD HARRISON, A.M. 1952
Instructor in History and Physical Education
Chairman of the Athletic Department

JOHN CLAIBORNE MCCLEMENT, Ed.M. 1952
Instructor in Mathematics

*JOSHUA LEWIS MINER, III, A.B. 1952
Instructor in Science and Physical Education

*JAMES HAROLD COUCH, A.M. 1953
Instructor in Spanish

SHERMAN FREDERICK DRAKE, Ed.M. 1953
Instructor in Mathematics and Navigation

EDMOND EMERSON HAMMOND, JR., Sc.M. 1953
Instructor in Mathematics, Physics, and Chemistry
Acting Director, Audio Visual Center

*LOUIS JOHN HOITSMA, JR., Ed.M. 1953
Instructor in Mathematics

ROBERT PENNIMAN HULBURD, A.M. 1953
Instructor in German
Chairman of the German Department

DALTON HUNTER MCBEE, A.B. 1953
Instructor in English
Admissions Officer

DONALD MILLER CLARK, M.D. 1954
Medical Director

ALBERT KARL ROEHRIG, Ed.M. 1954
School Psychologist

ROBERT EDWIN LANE, A.M. 1955
Instructor in Latin and Russian, Chairman of the Russian Department
Director of the Bureau of Self-Help

THOMAS MICHAEL MIKULA, A.M. 1955
Instructor in Mathematics

* On leave of absence.

Harold Holmes Owen, Jr., A.M. *Instructor in English* *Director of the Summer Session*	1955
Thomas Joseph Regan, A.M. *Instructor in English*	1955
William Biggs Clift, Jr., B.M.Ed. *Instructor in Music* *Chairman of the Music Department*	1956
Frank McCord Eccles, A.M. *Instructor in Mathematics*	1956
Richard Valentine Healy, P.E. *Director of Physical Plant*	1956
John Ward Kimball, A.B. *Instructor in Biology*	1956
Harrison Schuyler Royce, Jr., M.I.A. *Instructor in History*	1956
Gerald Shertzer, M.F.A. *Instructor in Art*	1957
John Frank Bronk *Instructor in Physical Education and Physiotherapist*	1958
George William Best, S.B. *Instructor in Mathematics*	1958
Clement Morell, A.M. *Instructor in Mathematics*	1958
Frederic Arnold Pease, Jr., B.D. *Instructor in Religion*	1958
Philip Mason DuBois, Ph.D. *Instructor in Physics*	1959
John Richards, II, M.A.T. *Instructor in History*	1959
William Abbot Munroe, A.B. *Bursar*	1960
James Allyn Bradford, B.D. *Instructor in Religion*	1960
Gilbert Burnett, Jr., A.B. *Instructor in Biology and Science*	1960
John Patten Chivers, A.M. *Instructor in German*	1960
Carl Edward Krumpe, Jr., A.M. *Instructor in Classics*	1960
William Lawrence Markey, A.M. *Instructor in French*	1954-1957, 1960
Thomas Rees, Ph.D. *Instructor in Chemistry*	1960
Frank DeWitt Thornton, B.M.Ed. *Instructor in Music*	1960
John William Ambrose, Jr., Ph.D. *Instructor in Classics*	1961
Eric Crull Baade, Ph.D. *Instructor in Classics*	1961

George Howard Edmonds, Ed.M. 1961
Instructor in English

Edward Moseley Harris, S.B. 1961
Instructor in Spanish

Guy D'Oyly Hughes, A.M. 1961
Instructor in English

Crayton Ward Bedford, M.A. 1962
Instructor in Mathematics

Paul Yves Colle, L. ès L. 1962
Instructor in French

Alfred James Coulthard, S.B. 1962
Instructor in Physical Education

Robert Eshoo, M.F.A. 1962
Instructor in Art

Wayne Andrew Frederick, Ph.M. 1962
Instructor in History

Robert Andrew Lloyd, Arch.B. 1962
Instructor in Art

Joseph Marvin Randolph, A.M. 1962
Instructor in French

Charles Waldo Smith, A.B. 1962
Assistant Director of Development
Executive Director, The Alumni Fund

Alanson Perley Stevens, III, A.M. 1962
Instructor in German and Russian

Geoffrey Bruce Cobbold, A.M. 1963
Instructor in Classics

Allan Thompson Cook, A.B. 1932-1945, 1960, 1963
Instructor in English

Ellsworth Alfred Fersch, Jr., LL.B., A.M. 1963
Instructor in English

Thomas Tolman Lyons, M.A.T. 1963
Instructor in History

Barbara McDonnell, A.B., S.B. 1963
Director of the Library

Robert Rennie McQuilkin, A.M. 1963
Instructor in English

Jerome Alec Pieh, M.A.T. 1963
Instructor in History

Meredith Price, M.A.T. 1963
Instructor in English

Alexander Zabriskie Warren, A.B. 1963
Instructor in Mathematics

Russell Willoughby Munson, Jr., A.B. 1963
Wingate Paine Fellow in Photography

Timothy Cooley Callard, A.B. 1963
Teaching Fellow in Religion

Michael LaSalle Cornog, A.B. 1963
Teaching Fellow in English

Peter Cosby Lent, A.B. 1963
Teaching Fellow in French

Earl Roger Mandle, A.B. 1963
Teaching Fellow in Art

ADMINISTRATIVE DEPARTMENTS

Correspondence with administrative officers should be addressed to them at George Washington Hall. Office hours: week days, 9:00 a.m. to 12:00 and (except Saturday) 2:00 p.m. to 5:00 p.m. Offices are closed on Saturday during the summer. Appointments should be made in advance, if possible. For information, call or see Miss Meredith Thiras, Receptionist (telephone 617—475-3400), during office hours.

HEADMASTER'S OFFICE

John Mason Kemper, L.H.D., Litt.D., LL.D., *Headmaster*
Mrs. Amy R. Robinson, *Secretary to the Headmaster*

ADMISSIONS OFFICE

Robert Whittemore Sides, A.B., *Director of Admissions*
Dalton Hunter McBee, A.B., *Admissions Officer*
Harper Follansbee, Ed.M., Robert Penniman Hulburd, A.M., John Richards, II, M.A.T., Albert Karl Roehrig, Ed.M., Stephen Whitney, A.M., *Interviewing Officers*
Mrs. Vivian A. O'Donnell, *Secretary to the Director of Admissions*

OFFICE OF THE DEAN OF THE FACULTY

Alan Rogers Blackmer, A.M., L.H.D., *Dean of the Faculty*

OFFICE OF THE DEAN OF STUDENTS

George Grenville Benedict, A.M., *Dean of Students*
William Russell Bennett, Jr., A.B., *Associate Dean of Students*
Kenneth Smith Minard, A.M., *Assistant Dean of Students*
William Franklin Graham, B.S., *Excusing Officer*
Peter Quackenbush McKee, Ed.M., *Scheduling Officer*
Mary Elise Waddington, *Secretary to the Dean of Students*

FINANCIAL AID OFFICE

Frederick Scouller Allis, Jr., A.M., *Director of Financial Aid*

BUREAU OF SELF-HELP

Robert Edwin Lane, A.M., *Director of the Bureau of Self-Help*

TREASURER'S OFFICE

Henry Waring Schereschewsky, A.B., *Comptroller*
William Abbot Munroe, A.B., *Bursar*
Richard Valentine Healy, P.E., *Director of Physical Plant*
Marion E. Hill, *Assistant Bursar*
Mrs. Ann L. Hyde, *Executive Secretary*
Evelyn H. Gordon, *Director of Student Accounts*

OFFICE OF THE ASSISTANT TO THE HEADMASTER

James Ruthven Adriance, A.B., *Assistant to the Headmaster*
Mrs. Ruth A. White, *Secretary to the Assistant to the Headmaster*

ALUMNI AND DEVELOPMENT OFFICE

Frederic Anness Stott, A.B., *Alumni Secretary and Director of Development*
Charles W. Smith, A.B., *Executive Director, The Alumni Fund, Assistant Director of Development*
Mrs. Betty Peterson, *Office Manager*
Mrs. Ruth P. Ellison, *Secretary to the Director of Development*

DEPARTMENT OF HEALTH

Donald Miller Clark, M.D., *Medical Director*
Michael Angelo Gravallese, M.D., *Associate School Physician*
Nicholas D. Rizzo, M.D., *Consulting Psychiatrist*
Albert Karl Roehrig, Ed.M., *Psychologist*
Mrs. Vera B. Westover, *Administrator*

Local Consultants

George V. West, M.D., *Radiologist*
Robert J. Joplin, M.D., *Orthopedist*
John Paul Holihan, M.D., *Anesthesiologist*
Milton D. Howard, M.D., *Pathologist*
Douglas Malcolm Dunbar, D.D.S., *Senior Dentist*
Herman DeWilde, M.D., D.M.D., *Associate Dentist*
C. Paul Bonin, D.M.D., *Orthodontist*
John F. Murphy, B.A., *Speech Therapist*

OLIVER WENDELL HOLMES LIBRARY

Barbara McDonnell, A.B., S.B., *Director of the Library*
Mrs. Dorothy B. Bloom, S.B., *Cataloguer*
Mrs. Margaret B. Towne, *Assistant in the Library*
Ruth Ann Stewart, A.B., *Assistant in the Library*
(To be appointed), *Assistant in the Library*

ADDISON GALLERY OF AMERICAN ART

Bartlett H. Hayes, Jr., *Director*
Antoinette Thiras, *Secretary and Registrar*

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

Douglas S. Byers, A.M., *Director*
Frederick Johnson, S.B., *Curator*
Richard S. Macneish, Ph.D., *Research Associate*
Theodora George, B.S., *Executive Director and Assistant to the Director*

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

Fred Harold Harrison, A.M., *Director of Physical Education and Athletics*
John Frank Bronk, *Instructor in Physical Education and Physiotherapist*
Alfred James Coulthard, S.B., *Instructor in Physical Education*
Frank Frederick DiClemente, S.B., *Instructor in Physical Education*
Joshua Lewis Miner, III, A.B., *Instructor in Physical Education*
Stephen Stanley Sorota, S.B., *Instructor in Physical Education*
Reagh Clinton Wetmore, M.P.E., *Instructor in Physical Education*

DEPARTMENT OF MUSIC

Wm. B. Clift, Jr., Mus.Ed.B., *Chairman and Instructor in Brass Instruments*
Lorene Banta, Ph.D., *Instructor in Organ*
Gerard Charles Bellanti, *Instructor in Accordian*
Carl E. Bochman, Mus.Ed.B., *Instructor in Drums*
George E. McKinley, B.M., *Instructor in Voice*
Albion Metcalf, *Instructor in Piano*
Roland Moore, *Instructor in Bass Viol and Classical Guitar*
William Louis Schneider, Mus.Ed.B., *Instructor in Stringed Instruments*
Frank DeWitt Thornton, Mus.Ed.B., *Instructor in Woodwind Instruments*

SUMMER SESSION

Harold Holmes Owen, Jr., A.M., *Director*
(To be appointed), *Secretary*

MONCRIEFF COCHRAN SANCTUARY

George Knight Sanborn, S.B., *Warden*

AUDIO-VISUAL CENTER

Gordon G. Bensley, A.B., *Director*
Lillian S. Hobausz, *Coordinator*
Aloysius Hobausz, Puskás T. Inst. of Tele-Communication (Budapest), *Audio Technician*

CHAIRMEN OF ACADEMIC DEPARTMENTS

Archaeology	Douglas Swain Byers, A.M.
Art	Bartlett Harding Hayes, Jr., A.B.
Athletics	Fred Harold Harrison, A.M.
Biology	Harper Follansbee, Ed.M.
Chemistry	Elbert Cook Weaver, A.M.
Classics	Alston Hurd Chase, Ph.D.
English	Emory Shelby Basford, A.B.
French	James Hooper Grew, D. ès L.
German	Robert Penniman Hulburd, A.M.
History	Leonard Frank James, A.M.
Mathematics	Richard Sawyer Pieters, A.M.
Music	William Biggs Clift, Jr., Mus.Ed.B.
Physics	John Sedwick Barss, A.M.
Religion	Alfred Graham Baldwin, D.D.
Russian	Robert Edwin Lane, A.M.
Spanish	Donald Emery Merriam, A.M.

GENERAL INFORMATION

ANDOVER STUDENTS, for the most part, live together by classes in the Academy dormitories and houses. Each building is under the supervision of the resident faculty housemaster. All boys eat in their own class dining rooms in the Commons.

Juniors live in Williams Hall and Rockwell House, or in neighboring houses and cottages. Williams Hall, with its annexes, Junior House and Stott Cottage, has rooms and recreation facilities for fifty-four Juniors, who occupy single or double rooms. Rockwell House has single rooms and recreation facilities for forty-two Juniors. Juniors are subject to the special regulations and the particularly close supervision found helpful to boys of this age in making a successful transition from home to boarding school life. Carefully selected Senior proctors play an important part in the activities of the various Junior units.

Lower Middlers live in four of the double-entry brick dormitories and in a number of smaller houses and cottages, where they receive careful guidance but also enjoy a degree of independence suited to their increased maturity. Senior proctors are in residence in most of the Lower Middle units.

Upper Middlers and Seniors, having learned to profit from relatively great independence and freedom, are housed, with a few exceptions, in large brick dormitories by classes, where they are permitted considerable latitude in the exercise of their daily affairs. In the four newest dormitories, the resident groups are made up of an approximately equal number of Upper Middlers and Seniors, who live in the same dormitory for their last two years.

FACULTY COUNSELORS (HOUSEMASTERS)

Each Andover student is under the direct charge of a Faculty Counselor, who, for boarding students, is his housemaster. He knows the background, the character, and the standing of each of his boys and acts as his advisor in all that concerns his welfare and his happiness. The Counselor is usually the member of the Faculty most intimately in touch with the student and his parents. From time to time, he will write the parents to keep them informed of

their son's progress. Parents should feel free to write their son's counselor if they have any reason for concern about their boy's progress. They are encouraged to report to the counselor any facts that may affect the boy's work or behavior.

RELIGION

Phillips Academy is an inter-denominational school whose origin and traditions rest firmly upon a Christian faith and system of values.

Chapel services are an essential part of the Phillips Academy program and are conducted by the Headmaster, the School Ministers, students, and members of the faculty. Among the visiting speakers are leaders of many denominations. A number of college chaplains are invited to speak each year.

Attendance at chapel services is required, although on Sundays boys may choose to attend services at other Protestant or Roman Catholic churches in Andover. Arrangements have been made by which students of Jewish faith may attend their own services at the Academy or occasionally at a synagogue in a nearby community.

This arrangement emphasizes two sets of values: a close connection of each boy with his own denomination, and a program of worship within the life of the school built upon the common elements of our religious heritage.

In a school composed of students from diverse backgrounds, it is not possible fully to satisfy all the special requirements of different sects and denominations. Therefore no boy should apply for admission to the Academy who feels that the ritualistic practices of his own faith must be literally followed in all circumstances.

In daily chapel the effort is to develop a service that strengthens the best aspirations and insights of students, while denying to no one the right to hold fast his own faith. The school tries to develop devotion to God and reliance upon faith as a source of inspiration and strength, to confirm a boy's support of the highest values that our civilization has nurtured, and to increase his respect for and understanding of the beliefs of others.

Those who have minority religious status as well as those who have majority status are expected to work with equal eagerness

toward the goals by means of which Phillips Academy endeavors to achieve harmony and unity in diversity.

CULTURAL OPPORTUNITIES

Andover has always demanded a high standard of accomplishment in the prescribed course of study. At the same time, the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary, the boys are given a chance to interest themselves in subjects which may in later life become delightful hobbies or even major pursuits and professions.

A number of distinquished men and women are invited to the Academy each year as lecturers and guest artists. During 1962-63, Dr. Jonas Salk, Director of The Salk Institute for Biological Studies, delivered the Stearns Lecture. Mr. Munro Leaf, author and illustrator, visited the school as the Hosch Lecturer. The Honorable Henry Loeb, Mayor of Memphis, Tennessee, came to the Academy as the fifth Lana Lobell Fellow. They addressed the school assembly in George Washington Hall, visited classes, and conducted informal conferences with students and faculty. Among other distinguished guests who addressed the school at Wednesday morning assembly were Lamarr Souter, M.D., of the Boston University Medical School, Professor James J. St. Germaine of Merrimack College, Professor Charles H. Dufton, Chairman of the Department of Northeastern University, and Arctic explorer Donald Baxter MacMillan. Senator Barry Goldwater and Mr. Gerard Piel, Publisher of *The Scientific American,* also spoke to the school.

Among the guest artists to appear on campus were Jeanne-Marie Darré, noted French pianist; the Boston Pops Group; and Hal Holbrook in the dramatic performance *Mark Twain Tonight.* The thirty-fifth Sawyer Concert was given by The New York Brass Quintet.

A Shakespearean play, last year *Macbeth,* is produced annually by the Dramatic Club. A musical is produced each spring, by the school Chorus, Orchestra, and Dramatic Club; *Bye Bye Birdie* was the 1963 choice, with a combined cast and orchestra of over 200.

THE OLIVER WENDELL HOLMES LIBRARY

The Oliver Wendell Holmes Library (1929) was given by William Cochran, class of 1895; Moncrieff M. Cochran, class of 1900; and Louise Cochran Savage. It was named in honor of the poet and physician, a member of the class of 1825.

The early library of Phillips Academy numbered but a few volumes. Some of these are preserved in a separate collection as the Library of 1819, composed for the most part of Latin texts, lexicons, editions of the classics, orations, and sermons. There are over 80,000 volumes today, carefully distributed among the humanities and sciences, catalogued according to the Dewey system with cards from the Library of Congress, and superbly housed in a Georgian building equipped with stacks, work-rooms, studies, an exhibit hall, reference and reading rooms.

The Copley Wing, gift of James S. Copley, P.A., 1935, designed to seat 125 at small tables and carrels, is used as an American History Reserve Book Room. Typing facilities are provided.

Particular treasures of the Library are an original elephant folio of Audubon's *Birds of America* and contemporary accounts of John Paul Jones, given by Thomas Cochran of the class of 1890; papers and books of the poet Oliver Wendell Holmes, for whom the Library is named; part of the library of Guy Lowell, architect of many of the Academy's buildings; a notable collection of 259 volumes on English Public Schools; the Mercer Collection on sports; publications by graduates and memorabilia of the Academy; classics given in memory of Allen R. Benner; O.S.S. Maps presented by General Donovan; Early Americana given by Nelson S. Taylor, of the class of 1900; an historical map of the Academy by Stuart Travis, in the Freeman Room. Rare Vergiliana, gathered by Charles H. Forbes, and a handsomely bound collection of French literature, selected by Charles A. Parmelee, are kept in separate rooms open to all who may be interested.

THE ADDISON GALLERY OF AMERICAN ART

The Addison Gallery of American Art (1930) was established in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to

cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a small fund for additional purchases.

It is the aim of the Addison Gallery to serve as a cultural center for Phillips Academy students and outside visitors. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and offers educational opportunities to schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including nearly two thousand items, is recognized as one of the outstanding specialized collections in the country. Allston, Copley, Morse, Stuart, West, and others represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are examples by Cole, Doughty, Eakins, Homer, Inness, LaFarge, Ryder, Twachtman, and Whistler. The early part of the present century is shown in the work of such men as Bellows, Davies, Demuth, Hassam, Hopper, Luks, Marin, Prendergast, and Sloan. Recent acquisitions of contemporary paintings, sculpture, prints, drawings and photographs complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a collection of 18th Century American silver, that of the James B. Neale bequest, received in 1946, selections of furniture, glass, and textiles of the Colonial period are on permanent exhibition. Work by Calder, Lippold, Moholy-Nagy, Hofmann, Marin, O'Keeffe, Pollock, Shahn, and Wyeth is included in this latter group.

Among recent publications of the Addison Gallery are three books: "Layman's Guide to Modern Art," 1949-54; "The Naked Truth and Personal Vision," 1955, and "The American Line,"

1959, all based upon special exhibits arranged in connection with the Upper Middle course in Art. All are simply written, and intended for adult as well as for student readers.

An Art Film Library of some three dozen titles was established in 1954 to serve schools and colleges in New England, as well as the Academy community.

THE ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, class of 1857, provides a fund for the maintenance of research in archaeology and for the museum, which was opened in 1903. The Foundation has carried on extensive archaeological research in the southeastern states and the Southwest and is continuing such work in New England and the Maritime Provinces.

In the exhibition halls there are to be seen collections from many of the principal Indian archaeological cultures. A decorative map of North America by the late Stuart Travis, concerned with the main culture areas of the continent, is mounted on the stairway. A model of a former Andover Indian village and a model of a portion of the pueblo of Pecos in New Mexico are also on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The Foundation has an extensive publication list, which is available at the museum office.

THE MONCRIEFF COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is a sixty-five-acre tract of rare beauty and of great educational value, located so close to the center of school activity that it is in fact an extension of the campus. Landscaped areas planted with dogwood, azalea, rhododendron and laurel provide a succession of bloom that draws many visitors from late April to mid-June. A brook and two ponds attract nesting ducks and geese, and extensive natural wild areas, varied in terrain and plant life, draw many species of small land

birds and provide nesting places for grouse and pheasant. Other areas are set aside for student projects such as demonstration of bird feeders; experimental plantings for attracting birds; soil studies; and raising and liberating duck, quail, and pheasant. Special paths are designed and planted to show local ferns, wildflowers, and trees in their natural habitats. The Log Cabin, a rustic building with a large stone fireplace, kitchen, flagstone terrace and broad lawns, provides an attractive setting for a wide variety of social events at all seasons. The Cochran Sanctuary is unusual in its ideal location and in its varied facilities for conservation, education, and enjoyment.

STUDENT ACTIVITIES

Student organizations and voluntary enterprises of various kinds are an important part of life at Phillips Academy. They may change from year to year in scope and intent, depending upon student interest. Among others, there are literary, musical, forensic, and scientific activities. Each group is under student leadership and is advised by a member of the faculty. The list which follows is intended to be representative rather than complete.

The *Phillipian,* founded in 1878, is the school newspaper. It is published every Wednesday of the school year. Students on the editorial and the business boards gain experience in writing and in business practice.

The *Mirror,* founded in 1854, is the undergraduate literary magazine, which appears six times a year. Positions on the literary, business, and photographic boards offer the profitable and interesting experience of working toward the publication of a magazine devoted to encouraging literary talent.

The *Pot Pourri* is the Academy yearbook, published after the end of each year. It contains pictures and personal information concerning all Seniors and non-returning Upper Middlers, group pictures of all school organizations, and many special features. The three boards, editorial, business, and art, offer excellent opportunities for the development of literary, business, or artistic talent. This book is the chief permanent record to which alumni turn for the record of their years at Andover.

The *Dramatic Society* is an organization for all students interested in acting, directing, stage design, scenery construction, lighting, and business managing. The major production each year is a Shakespeare play. A considerable number of modern plays, both dramatic and musical, are also presented.

One of the most important groups within the Dramatic Society is the *Stage Crew.* Carpenters, painters, shifters, electricians, and special-effects men work under a stage manager and a chief electrician. Their job is to build the sets and operate the staging for all the plays. They also prepare the school stage for assemblies and other programs in George Washington Hall.

Another branch of the Society is the *Theatre Workshop,* whose intent is to offer further opportunities for students to participate in play readings, the production of one-act plays, and at least one full-length play each year. The organization particularly welcomes lower classmen.

The language departments frequently produce plays in French, German, Latin, or Spanish. The language plays are projects of *language-interest clubs* that sponsor, in addition, illustrated lectures, motion pictures from the countries of their choice, and discussions of history and culture. There are language tables in the Commons.

Debating and school forums are held by *Philo,* properly the *Philomathean Society,* founded in 1825. Regular meetings, held bimonthly in the faculty room, normally open to members only, provide forums for the discussion of local, national, and international issues. From time to time there are debates against visiting teams, which all students may attend. Each year Philo sponsors a prize debating contest. The organization has also sponsored visiting lecturers and discussion leaders to stimulate interest in economic, social, and political problems. Some instruction in debating technique, in public speaking, and in parliamentary procedure is offered.

Because of the growing interest in debating, a second society, *PNYX,* was organized in 1960 to provide weekly formal and informal debates, discussions, and forums. Its members engage in competition with those of the venerable Philomathean Society.

Students interested in art may work in the studio of the Addison Gallery with the *Design Club.*

The *Camera Club* has a dark room in the new arts center, where students may develop, enlarge, and print their own photographs. In response to interest, groups meet for the discussion of fine points in the art of photography.

The *Radio Club* has a room in the basement of Evans Hall, where radio sets may be constructed and repaired. It also has facilities for transmitting and receiving amateur broadcasts. Code and theory classes are held in response to need.

Students who wish to construct furniture, models, or other articles enjoy the woodworking shop, which is well supplied with hand and power tools.

The *Rifle Club*, a large and active organization, gives boys who are interested in indoor rifle shooting, particularly upper-classmen, an opportunity to shoot for pleasure, for National Rifle Association awards, and in interscholastic competition. The range is in the basement of Pearson Hall.

Model Railroaders may meet in the basement of Paul Revere Hall, where a layout has been constructed.

The chemistry laboratory is open, on schedule and under supervision, to experimenters in chemistry or physics *(Science Club).* Astronomers will find both a reflecting and a refracting telescope on the campus. One of them is housed in an observatory *(Astronomy Club).* A group interested in tapes and records makes recordings of school events *(Audio Club).*

Modest lapidary equipment is on hand for those boys who are interested in gems and minerals *(Minerals Club).* Identification of minerals is another interest of this club. For the budding engineer, a 125 HP dynamometer with a Chevrolet engine on its jacks invites exploration and experiment *(Mechanics Club).* A supply of machinist's tools is available for the boy who is happiest in overalls.

Outings in search of Maine lobsters, the best ski trails, or another mountain to climb are the principal activity of the *Outing Club.*

Canoeing, fishing, and rock climbing are also popular with the group.

The *Stamp Club* meets in the tower room of the Chapel. The club's program includes an annual prize exhibition. Philatelists are urged to bring their duplicate stamps and covers for trading. The newly organized *Coin Club* meets at Williams Hall.

The *Natural History Club* works in close cooperation with the Biology Department and the Cochran Bird Sanctuary. There are widely varied opportunities to study the animal and plant life of the region, both in the laboratory and in the field. Trips are taken to nearby points of interest. The club is licensed to carry on a bird-banding program.

The *Asia Society* and the *Africa Club* have as their aims the furthering of knowledge and understanding about the peoples and nations of the East and of Africa. The members meet for discussions, lectures, and films.

The *Phillips Society* seeks to see more clearly the needs and problems of people and to help meet those needs. Membership in the Phillips Society is open to any boy who wishes to participate in its program and activities.

The Phillips Society's interests are suggested by a list of some of its activities:

- Receptions for new boys and for foreign students
- The raising of money for Red Cross, United Fund, the Salvation Army, the Grenfell Association, national health agencies, and other organizations and projects
- Conducting a program of forums, conferences, chapel talks, and discussion groups
- Collection of old clothes, books, and other articles for distribution to schools and hospitals
- Field trips to hospitals, factories, and recreation centers
- Sunday School teaching and deputation work in the churches in Andover and vicinity.

Among the extracurricular activities in the field of music are the *Marching Band*, the *String Orchestra*, the *Concert Band*, and the

Chorus (combining both choir and glee club), which take part in many concerts as well as in an annual musical show. Other musical organizations are the *Aces* (a dance band), and the *Eight 'n' One Octet.* A well-stocked record library is located in the *Record Room,* where recorded concerts are given from time to time.

Dances of different kinds are sponsored by various student groups. Student initiative and interest determine in large part their nature and frequency. Dormitories often arrange informal dances with girls from nearby schools. Once or twice a term a club or a class sponsors a tea dance open to the whole school. Following Saturday afternoon athletic contests, the Student Congress occasionally opens Graham House for informal dancing and refreshments. The two-day Spring Prom in May is the climax of the social season.

ATHLETICS AND PHYSICAL EDUCATION

Athletics and physical education are important at Andover. The physical education, intramural, and interscholastic programs involve every student; participation is required. The objective is development by each boy of his physical capabilities and of such qualities as courage, self-confidence, self-discipline, and self-control.

Each new boy must take a swimming test; non-swimmers must take special instruction until they meet minimum standards of proficiency. During his Junior year, every boy takes two hours a week of physical education in addition to his regular afternoon program of athletics. The morning program of swimming, track, and gymnastics attempts to develop early in the boy's career the self-confidence and physical skills essential for successful participation in the more advanced phases of the program. Standards of performance are based on the individual's own physical capacity.

The intramural and interscholastic programs provide competition at all levels in seasonal sports. Outside games are scheduled with neighboring high schools, preparatory schools, and college freshmen. During the fall, the sports offered are football, soccer, gymnastics, rowing, cross country, and tennis; in the winter, basketball, swimming, hockey, wrestling, squash, track, skiing, and boxing; in the spring, baseball, tennis, golf, track, rowing, lacrosse, and life-saving.

The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports. The Medical Director's services, however, will be rendered and infirmary care provided without charge except for illnesses and accidents covered by the Andover Student Sickness and Accident Insurance Plan and by family insurance.

The Medical Director and the Athletic Department strongly advise parents to provide boys who wear glasses with shatter-proof lenses, not only to minimize danger of injury in athletics but also to avoid loss of study and reading time.

See page 33 regarding athletic equipment.

HEALTH SUPERVISION

Under the supervision of the Medical Director, every effort is made to improve each student's health, to prevent disease, and to diagnose and treat illnesses and injuries. Before school opens, every student is asked to have a general physical examination by his family physician as well as certain screening laboratory procedures, tetanus toxoid, typhoid-paratyphoid injections, smallpox vaccination, and polio vaccine. His family is asked to answer questionnaires that may reveal significant symptoms or illnesses.

Immediately after the student's arrival at the Academy, a physical examination is done by the school physicians; complete dental and lung x-rays are taken, and careful ear and eye examinations are made. Tests for speech defects, reading speed, and language disability are completed. The full-time Medical Director and his associate, with the assistance of several consultants associated with the Medical Department and representing various fields, then correlate all information. By this means it may be possible to form an accurate estimate of the student's physical status and the ease with which he may be expected to adjust to the school environment.

The Isham Infirmary-Hospital is a fifty-five bed institution accredited by the Joint Commission on the Accreditation of Hospitals. The Isham Infirmary-Hospital has a modern x-ray department, a clinical laboratory and a full-time x-ray technician. A well-equipped physiotherapy unit is under the direction of a qualified physiotherapist. Graduate nurses are in residence throughout the

school year. The Isham Infirmary-Hospital is equipped to care for most serious medical and surgical emergencies as well as many other diseases and conditions commonly encountered.

Illnesses and injuries are treated when feasible by the Medical Director or his associate. If highly specialized care is required, local staff consultants and hospitals or Boston physicians and nationally known medical institutions are employed forthwith. Minor illnesses are reported to the parents by letter. Conditions that require treatment under general anesthesia or approach major proportions are reported by telephone to the student's family by the Medical Director as soon as a working diagnosis has been established.

The dental staff consists of three dentists representing the fields of dental surgery, general dentistry, and orthodontistry. There is a full-time dental hygienist. The fields of psychiatry and psychology are represented by a part-time psychiatrist and a full-time psychologist.

The Trustees' Infirmary-Hospital Committee meets with the Medical Director every three months to discuss policies of health and administration.

DAILY SCHEDULE

Chapel	7:50 A.M.
Recitation hours	8:12 A.M. to 12:50 P.M.
†Athletics	2:00 P.M. to 4:00 P.M.
*Recitation hours	4:13 P.M. to 6:00 P.M.
Evening study hours begin	8:00 P.M.
‡Sunday chapel service	11:00 A.M.

WORK PROGRAM

The Phillips Academy work program, in which every boy takes part, has two objectives: to train boys to do useful work well and to reduce the operating costs of the Academy. Under the super-

† The time for athletics varies with the team, the sport, and the season.
* Wednesday and Saturday afternoons are half-holidays.
‡ Vespers at 5:00 p.m. during the Winter Term.

vision of members of the faculty, the work program has become an essential part of the democratic life of the Academy.

The work program has three phases: (a) the daily care of dormitory rooms and corridors, under the direction of housemasters, (b) work in The Commons, to which all boarding students are assigned for two or three (non-consecutive) weeks during the year, and (c) work on the grounds and in the school buildings under the supervision of members of the faculty.

GRADES AND REPORTS

Reports of the student's grades are sent to the parents or guardian twice a term. Grades are based on the results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

Counselors' reports are sent to parents at least twice a year.

DISCIPLINE

Phillips Academy seeks to help boys develop desirable attitudes and habits so that they will be sound and healthy individuals and good citizens of their community. The Academy bases its disciplinary policy on the assumption that each boy will, at all times and places, conduct himself as a gentleman. The Academy tries to inculcate in a boy personal integrity, responsibility for his behavior, self-control, and a sense of individual purpose. It believes that discipline should foster clear, independent thinking, good judgment, and sound scholastic achievement. In each boy, from the beginning of his career in Andover, the Academy aims to cultivate a sense of just pride in his school and of responsibility to an orderly society. The school has made its rules in accordance with these principles.

The school expects boys to occupy themselves with their studies and other school work during all study hours. A student is expected to meet all fixed appointments, such as recitations, daily chapel or assembly, Sunday chapel, required athletics, and study hours. All appointments immediately preceding and following vacations and holidays the School considers especially important. Six unexcused absences in a term render a boy liable to discipline, as does an accumulation of demerits.

A student renders himself liable to dismissal if he is guilty of dishonesty, of gambling, of possessing or drinking alcoholic beverages, if without permission he is absent from school bounds or from his dormitory between 10 p.m. and 5 a.m., or if he is anywhere or at any time guilty of conduct unbecoming a gentleman.

Students may not possess, rent, or drive any motor vehicle within bounds, nor may they possess or use firearms or explosives of any sort, except as authorized under the rules of the Academy Rifle Club. Boys in the upper two classes may smoke at certain specified times and places. Only day students may use bicycles. Only Seniors and Upper Middlers may have radios in their rooms; radios and television sets are available for the use of others in the common rooms of each class and in certain dormitory common rooms.

OUT-OF-TOWN EXCUSES

Students whose scholastic standing is satisfactory may with permission take two out-of-town excuses a term. Seniors are allowed five if they are passing all courses.

ROOM EQUIPMENT AND CLOTHING

The Academy provides each student with bed, mattress, pillow, bed linen, one blanket, chiffonier, desk, desk-chair, and easy chair. In double rooms they are provided for each occupant.

All boys are required to wear coats and neckties to recitations, meals, chapel, and assembly. Various sport combinations, including clean khaki trousers, are permitted; but a suit with a white shirt and appropriate socks and shoes is required for Sunday church and other formal occasions. *All wearing apparel and personal effects should be plainly marked with the student's name.*

Protective athletic equipment is furnished by the Academy. Each student is urged to bring along whatever other equipment he already possesses, but not to buy new equipment, since substantial savings can be made on purchases through the Athletic Department. All scholarship boys will be able to buy athletic shoes at half price. Every student is required to own a pair of high quarter sneakers.

The Academy does not issue a detailed list of necessary equipment, but in addition to the above, the following are suggested:

Two or three extra blankets or the equivalent
Warm overcoat or jacket for the winter months
Overshoes and rubbers for the winter months.

The Academy is not responsible for the loss of a student's clothing or personal effects, either during term time or when stored over vacation, unless deposited in the student storage center.

COLLEGE MATRICULATION OF THE CLASS OF 1962

College	*No. of Students*	*College*	*No. of Students*
American University (Paris)	1	North Carolina, University of	5
Amherst	3	Occidental	1
Bowdoin	1	Pennsylvania, University of	9
Brown	4	Princeton	12
California, University of	6	Purdue	1
Clark	2	Rutgers	1
Colby	1	Stanford	20
Columbia	12	Swarthmore	2
Dartmouth	8	Texas, University of	1
Davidson	1	Trinity	2
Dickinson	1	Tufts	2
Duke	4	Tulane	2
Franklin & Marshall	2	Union	1
Georgetown	1	U. S. Naval Academy	1
Harvard	41	Washington University	1
Indiana University	2	Washington & Lee	4
Lafayette	1	Williams	5
Lake Forest	2	Wooster	1
Lawrence	1	Yale	38
Lehigh	1		
M.I.T.	2	Total	207
Middlebury	2	Total Institutions	51

FINANCIAL

A large part of the Academy's operating income is from the investment of its endowment funds. These funds have made it possible for many years to charge an inclusive fee lower than the cost of a student's education and maintenance and, in addition, to make scholarships in varying amounts available to worthy and qualified students. Thus it can be said that all students, regardless of the fee paid or the scholarship earned, have benefited by the endowment funds.

Few patrons of the school in recent years have met the full cost of their sons' Andover education. The total cost to the Academy for each student is in the neighborhood of $3,300. Of this

figure, $1,800 is met by the inclusive fee, leaving a considerable balance to be met by the income from invested funds, by gifts from alumni, and from other sources.

Tuition Charges

The tuition for boarding students is $1800; for day students (who must live in the Greater Lawrence area) $1000: one half payable on October 1 for Fall Term, one fourth on January 1 for Winter Term, and one fourth on April 1 for Spring Term. Adjusted bills for scholarship students are payable on the same basis. An alternative to the above method of payment is offered, whereby tuition may be paid in ten equal monthly installments starting September 1 and ending June 1. A service charge of ten dollars is made for this accommodation. Each student, when assured of admission, is required to make a deposit of $50, which is credited on his first bill.

The tuition charge of $1800 covers instruction, board, room (including furniture, bed linen, and one blanket), physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and the authorized entertainments at George Washington Hall, including the Saturday evening motion pictures.

It does not include charges for tutoring, Language Training, special instruction in music or athletics, dental care, a medical fee of $15.00, health insurance, personal laundry, textbooks, dues to school organizations, or breakage and damage to school property.

Bills for items not included in the regular school charge may be rendered at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Comptroller. Classroom privileges may be denied to students whose bills are not settled when due.

No rebate for the term in which he leaves will be made to a student who for any reason is dismissed or withdrawn.

A student otherwise eligible for return in a given school year will not be allowed to register if his school account for the preceding year has not been paid in full.

The diploma of the Academy will not be awarded to a student whose school account is not paid in full by the date of graduation.

Breakage Deposit

Each student is required to make a deposit of $25 to cover breakage and other incidental obligations that may be incurred during the school year. The deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. The balance remaining after charges for breakage have been deducted will be refunded after the close of the fiscal year, June 30, or credited on the first bill for the following year.

Student Health and Insurance Program

All ordinary illnesses and injuries under the classification of "home care" are treated at the Isham Infirmary-Hospital by the Medical Director and his staff and are covered by the required medical fee of $15.00.

Parents are, however, responsible for the cost of medical services for the care of illnesses and conditions for which they would have been responsible had the student been treated by his family physician in his own home or hospital. The family sickness and accident insurance policy, or a personal policy of the Blue Cross-Blue Shield type covering the student, will meet most of such Isham Infirmary-Hospital care.

Additional cost to parents of the broad medical services necessary for the student is met by the Andover Student Sickness and Accident Insurance Plan, which provides coverage over the full twelve-month period, twenty-four hours a day, on campus and off. It pays up to $650 for each accident or illness that requires treatment by physicians or hospital admission *outside the school.* The cost is $15.00 for all students.

Parents are strongly advised to take advantage of this low-cost-health insurance plan even though the student has in force a personal sickness and accident policy, since the benefits of the Andover Student Sickness and Accident Insurance Plan are payable *in addition* to any benefits a student may obtain under any personal policy. Not infrequently the coverage from all policies is necessary to meet the total expenses of a protracted or involved illness.

The rates established for the Student Medical Fee and the Andover Student Sickness and Accident Insurance Plan are for the

school year 1963-1964 and are subject to change for the following year.

Extras

As a rough guide to parents in budgeting for the total expected expenses of each academic year, the following low-average approximations of extras are given.

Laundry (if done locally)	$25.00 to 90.00
Pressing and cleaning	15.00
Books and supplies	35.00
Dues, publications, and charitable contributions	15.00
Medical fee (required)	15.00
Health insurance (optional)	0 or 15.00
Breakage deposit (refundable)	0 to 25.00
Miscellaneous, including spending money	110.00
	$213.00 to 320.00

Spending Money

Parents or students may open an account at the Treasurer's Office for personal expenses during the school year. Students are urged not to keep large amounts of cash in their possession or in their rooms.

Financial Aid (*See page 40 for basic policy*)

Scholarships vary in amount according to the applicant's need, ranging from $500 to the full amount of $1800. In addition to the scholarship award, part of the cost of travel (within the continental limits of the United States) is borne by the school when a scholarship student lives more than about 400 miles from Andover. The travel allowance amounts to the cost of three round-trip railroad coach tickets, less $25 a trip. It is paid to the parent upon request after each trip.

Families whose need is not great but who, in the judgment of the Admissions and Scholarship Committee, are entitled to some financial assistance, will receive aid in the form of a loan. Such loans will not bear interest while the boy is at Andover, but interest at the rate of 3% per annum will be charged from the time of his graduation. Under normal circumstances repayment of the loan starts four years after the boy's graduation from Andover, at a

time when, presumably, he has finished college. All awards of $500 or less will be made as loans. In some special cases loans for larger amounts may be arranged; in others, the award may occasionally be part outright grant and part loan.

The Committee requires the parents of all boys applying for financial aid to submit a complete report of their financial condition, which is kept confidential. All boys on the Scholarship List are expected to maintain academic records compatible with their ability and to show by their general record at Andover that they are aware of, and deserve, the opportunities that they enjoy.

Every scholarship boy is expected to perform some useful service for the school in partial return for the aid he has received. Accordingly, the Bureau of Self-Help exercises control over all student employment, such as campus concessions and work in the various departments of the school. The revenue anticipated from such work is included in the overall scholarship budget. Although the boy can, in addition, find odd jobs about the school that will help him with his pocket money, he should not expect to earn any significant sum.

A wide range of prizes is open for competition. A complete description of each prize, together with the names of last year's winners, appear, on pages 76-84.

SUMMER SESSION

The Summer Session is designed to encourage able, highly motivated boys of high school age to move ahead in areas of study in which they are particularly interested. With the exception of pre-ninth grade students, who study English and mathematics, all boys take one major, 12-hour-a-week course in the subject of their choice, in addition to a required minor, six-hour-a-week course in English composition. Under this new plan no credit is offered for any course. The Session is not recommended for boys who need remedial or make-up work.

Instituted in 1942, the Summer Session was originally designed to provide students about to enter the Armed Services a chance to accelerate. In addition it proved valuable in familiarizing students assured of September admission with the relatively rigorous Andover program. It enabled some new boys to strengthen previous

weaknesses, thus often saving them the loss of a full year. The majority of the students at the Summer Session in recent years, however, have attended in order to enjoy a summer's experience in a boarding school with high academic standards. Most of them are public high school students.

The twenty-second annual Andover Summer Session will open on Wednesday, June 24, 1964, and will close on Thursday, August 6. The Summer Session publishes its own catalogue, which may be obtained by writing to the Director of the Summer Session, Andover, Massachusetts.

ADMISSIONS

GENERAL POLICY

PHILLIPS ACADEMY assumes that no boy will be deterred from applying for admission because his family is unable to pay the full cost of an Andover education. The Constitution of the Academy states, "This Seminary shall be ever equally open to youth of requisite qualifications from every quarter." With this principle in mind, the Admissions and Scholarship Committee selects each year from approximately seventeen hundred candidates the two hundred and fifty most promising and deserving boys, *regardless of their parents' ability to pay the full $1800 tuition.* The Academy calls this its "M. Q." or "Most Qualified" program. Thanks to the generosity of a large number of alumni and other friends, over $260,000 is available in 1964 to provide financial assistance for those who are judged eligible on the basis of need.

The basic requirements for admission to Phillips Academy are evidence of sound character and *a strong school record.* Other considerations are personality, breadth of interest, geographical distribution, date of application, and performance on the Secondary School Admission Tests (see page 42). Because the Academy receives applications from many more qualified boys than it can admit, it must make selections on a competitive basis, with particular emphasis on character, personal qualifications, and promise.

The closing date for receiving applications varies from year to year. In 1963 it was January 15. Strong priority is given to those candidates who complete the full admissions procedure by January 1. It is *particularly* important to take the December 7, 1963 administration of the Secondary School Admission Tests.

Boys are admitted annually to each of the four classes. However, those who enter either the Junior (9th) or Lower Middle (10th) class normally adjust more easily and derive more benefit from the total life of the school, and they are more likely to assume positions of leadership and responsibility than are boys who come for only one or two years. A limited number of postgradu-

ates are admitted each year. They are treated in every way as regular members of the Senior Class.

Financial Aid

The basic policy is described above. See page 37 for details.

PROCEDURE IN APPLYING

Application Forms

In applying for admission to the Academy, the parent or guardian should submit the Preliminary Application Form and Geographical Card at the back of this catalogue.

A fee of $10.00 is required of all candidates. A check or money order, payable to the Trustees of Phillips Academy, should accompany the application. The fee is not returnable.

On December 1st before the September of proposed admission, a *final* application form is sent to each parent or guardian who has filed a preliminary application. After completion of the first part by the parent or guardian, the application should be submitted to the principal of the school being attended by the applicant, with the request that it be completed *entirely* and returned directly to the Phillips Academy Admissions Office as soon as possible. Since applications received after January 1 do not receive the highest priority, parents must be sure that the school *does* forward the application promptly.

Personal Interview

An interview is required of all candidates. The interview should take place by December 15 of the year prior to intended matriculation. If a candidate cannot arrange to visit the Academy, he or his family should make an appointment with the most conveniently located Alumni Representative, as listed starting on page 92 of this catalogue. In either case, appointments should be made in advance, preferably by telephone when distance is not great. Attention is called to the Academy office hours listed on page 16. Calls made to the Admissions Office should be directed to the Secretary to the Director of Admissions at 617—475-3400. In order to provide ample time for the decision-making process, it may not be possible to grant interview appointments at the Academy between January 15 and March 15. Appointments with an Alumnus should be made

directly with the man himself, not through the Academy office.

In the event a candidate is unable to fulfill the interview requirement either in Andover or with an Alumni Representative, he should write the Admissions Office for instructions.

Letters of Recommendation

Along with the final application blank, three Confidential Recommendation Forms will be sent to the parent or guardian. One of these should be given to the boy's *current* English teacher, the second to his last year's English teacher, and the third to another of his last year's teachers. When completed, the confidential recommendations should be returned *by the writers* directly to the Admissions Office in stamped, addressed envelopes supplied by the candidate.

Additional reference letters from any source are welcome, but are not required.

Student Questionnaire

Each applicant is asked to complete a detailed questionnaire supplied with the final application form. He will be given the opportunity to enumerate the group (and individual) activities in which he has taken part. Among other things, he may be asked to write a paragraph or two on some assigned topic. He should not receive any help in meeting this requirement. The questionnaire should be sent promptly to the Admissions Office, but separately from the final application form.

Admission Tests

Candidates for the Senior Class must take the College Board Scholastic Aptitude Test, preferably the current December or January series, and request the College Board in writing *after* the test date to send Phillips Academy the results of *all* Board tests taken. A check or money order for $1.00 (one dollar) should accompany this request.

All other applicants are required to take the Secondary School Admission Tests in the year of candidacy, regardless of whether or not they have taken them previously. For 1964, the tests will be administered by the Educational Testing Service at centers all over the world on Saturday, December 7, 1963. The tests are given also on February 8 and April 4, 1964, but the Academy

can hold out little hope of providing room for boys who take them in February, and no hope at all for those who wait until April. The February and April dates can be used to provide a "trial run" for 1965 candidates.

Each applicant must complete a special form (supplied with the "Bulletin of Information for Candidates") and be sure that it reaches the Educational Testing Service by the deadline dates listed in the Bulletin. The cost is $7.00 payable to the Educational Testing Service. A "Bulletin of Information for Candidates" will be sent to all 1964 candidates who have filed the Preliminary Application Form. Other applicants may obtain them by writing to Secondary School Admission Tests, Educational Testing Service, Princeton, New Jersey.

Special preparation or tutoring for the admission tests is neither necessary nor advisable. Sample tests are not available, but the "Bulletin of Information for Candidates" contains a few typical questions.

Action and Deposit

By agreement with a number of schools, no boy will receive official notice of admission earlier than February 15, and no parent will be *required* to confirm the admission, by deposit or otherwise, before March 15. However, as soon as a boy hears favorably from his first choice school he is *strongly* requested to notify *immediately* that school and all others to which he has applied. This action will enable schools to release more letters of admission to waiting candidates.

Phillips Academy candidates for 1964 may expect notification of action as soon as possible after February 15, and certainly by March 15, on all *fully completed* applications. Successful candidates who decide to accept their admission are required to pay a non-returnable deposit of $50.00 (to be credited on the first school bill).

It should be understood that admission is contingent upon maintenance of a thoroughly satisfactory school record in every respect.

Placement Examinations

Applicants who have been admitted to the Academy, and who have thereafter paid the required deposit, will normally be expected to write subject-matter placement examinations on or about Friday, May 15. The Admissions Office may exempt boys with outstanding records and Secondary School Admission Test results from all or part of this requirement. Those who do not live within commuting distance of Andover may write the examinations at their local schools. Boys attending independent schools that belong to the National Association of Independent Schools and use its papers as regular final examinations may substitute them for the Academy's placement examinations.

Preparation for the Placement Examinations

While no special preparation for the *admission tests* is expected, outside study or tutorial assistance in anticipation of the *placement examinations* will usually be helpful. Sample placement examinations are supplied without charge by the Admissions Office upon receipt of the fifty-dollar deposit confirming acceptance of admission. Each sample examination lists the topics to be covered in preparation for the examination.

As a further aid to candidates for placement in the two lower classes, and to those upper class candidates who are currently studying the first year of Latin, French, Spanish, or Russian, the National Association of Independent Schools, 4 Liberty Square, Boston 9, Massachusetts, publishes each year, for $1.50 postpaid, a pamphlet entitled "*Definition of the Requirements for 19—.*" The pamphlet contains detailed subject-matter requirements in English, Mathematics, Latin, French, Spanish, and Russian for use in grades six through nine. The standards parallel closely those of Andover. The previous year's examinations in each subject at each level are included.

The proper use of the National Association of Independent Schools pamphlet should enable parents to determine well in advance whether their boys are receiving adequate preparation for the Academy. Please note that Phillips Academy encourages but does not require the study of a foreign language in grades six through eight.

Room Assignment and Matriculation Notices

Rooms are assigned to incoming students in early August, *in the order in which their admission applications are filed.* A notice regarding the opening appointments of the school year, together with various required forms, is sent in August to the parents or guardians of all successful applicants.

Parents are referred to the section on Health Supervision (pages 30-31 for the Academy's regulations regarding immunization against certain infectious diseases.

PLACEMENT REQUIREMENTS FOR EACH CLASS

The examinations ordinarily required for entrance to the four classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

Junior Class

Boys of good scholastic ability and achievement should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Attainment in their studies will be estimated from placement examinations in English* and mathematics.* Normally, the mathematics examination will cover arithmetic and some elementary algebra, but a boy whose eighth grade course is a standard first-year, high-school algebra course should write instead the paper for entrance to Mathematics 2.

Some acquaintance with a foreign language is helpful, although not essential. Boys who are currently studying one* should write the appropriate placement examination.

Lower Middle Class

For entrance to the regular work of the Lower Middle year, placement examinations are required in algebra,* in English,* and in foreign languages* currently being studied. The work is described on pages 51-75. *In most instances the courses offered at Phillips Academy in the Junior year (ninth grade) cover considerably more ground than those given elsewhere at the*

* Instead of its own placement examinations, the Academy accepts certain examinations of the National Association of Independent Schools for candidates from those independent schools that make use of the Association's papers at the end of the school year.

same level. For this reason applicants are advised to note carefully the description of the Academy's Junior courses, and the sample examinations for entrance to English 2, Mathematics 2, and the second year of the appropriate foreign language, which will be sent upon request without charge. Extra preparation may be advisable. Credit for the History and Science of the Junior year may be granted on the school record without examination.

Upper Middle and Senior Classes

Successful candidates for the Upper Middle and Senior Classes will write the Academy's placement examination for entrance to English 3 or English 4. Placement examinations for entrance to the second- and third-year levels of a foreign language will be required of candidates planning to continue the language at the Academy. Examinations in other subjects may be required, depending on the courses taken and the quality of the applicant's record. Candidates must secure credits, by examination or certification, that cover the work of the Academy's lower years. Candidates who have taken College Boards should request the Board in writing *after* the test date to send the results to the Phillips Academy Admissions Office. A check or money order for $1.00 (one dollar) should accompany this request.

Postgraduate Students

A limited number of well qualified secondary-school graduates are admitted each year. They must take the College Board Scholastic Aptitude Test, preferably the current December or January series, and request the College Board in writing *after* the test date to send Phillips Academy the results of all Board tests taken. A check or money order for one dollar should accompany this request.

COURSE OF STUDY

THE CURRICULUM of Phillips Academy combines a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. The total program normally includes four years of English, three years of mathematics, three years of one foreign language, a year of American history, a year of a laboratory science, one course in art or music, one course in the Bible, and four or five additional courses. Instruction is given in all subjects required for entrance to higher institutions, whether liberal arts or technical.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their attainment. Honors and advanced courses offer particularly able and well-prepared students opportunity to progress at a rate commensurate with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should have credit for the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

Every boy is assigned to a Class Officer, who advises in the selection of courses designed to meet Andover's diploma requirements, college entrance requirements, and the student's particular interests. The Class Officer also recommends such subsequent changes as are necessary or advantageous. It is highly desirable that, before conference with the Class Officer, students and parents acquaint themselves as fully as possible with the Academy's basic requirements and with the possibilities of its flexible program. Also, all applicants, and especially those for the Upper Middle and Senior classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

Two additional descriptions of the Andover curriculum, namely, "Planning a Program of Studies at Andover" and "The Andover Honors Program," are available upon request.

See pages 51-75 for descriptions of all courses.

DIPLOMA REQUIREMENTS

The diploma requirements for students entering Phillips Academy for the full four years are indicated below. Certain modifications are permitted for boys entering after the Junior year (9th grade). The Admissions Office will welcome inquiries concerning specific requirements for such boys.

4 units of English
3 units of mathematics
3 units of one foreign language, either ancient or modern
1 unit of history, normally American
1 unit of laboratory science
* ½ unit of ancient history in the Junior year
* ½ unit of elementary science in the Junior year
3 units of elective courses
Bible in the Lower Middle year
Art or Music in the Upper Middle year
An elective minor in the Senior year

In addition, candidates must pass all courses in their Senior year even though they may be ahead in units.

Qualified boys are allowed to substitute a fifth major course for Bible, Art or Music, and the Senior minor elective.

THE NORMAL FOUR-YEAR PROGRAM

Junior Year (9th grade)	*Periods a week*
English 1	5
Mathematics 1	5
Foreign Language 1	5
History 1	3
(or a second foreign language replacing History and Elementary Science)	
Elementary Science	3
Total	21

* Qualified boys may take a second foreign language in place of these two minor courses.

Lower Middle Year (10th grade)	*Periods a week*
English 2	4
Mathematics 2	4
Foreign Language 2	5
*Elective (major)	4 or 5
Bible 1	2
Total	19–20

Upper Middle Year (11th Year)	
English 3	4
Mathematics 3	5
Foreign Language 3	4
*Elective (major)	4 or 5
Art or Music	2
Total	19–20

Senior Year (12th grade)	
English 4	4
History 4 (American)	5
*Elective (major)	4 or 5
*Elective (major)	4 or 5
Elective (minor)	2
Total	19–21

Elective Majors

English 5	†Chemistry
Greek 1, 2, 3, 4	†Physics
Latin 1, 2, 3, 4, 5	†Mathematics 4
French 1, 2, 3, 4, 5	†Mathematics 5
German 1, 2, 3, 4, 5	†Mathematics 6
Spanish 1, 2, 3, 4, 5	†Art Major
Russian 1, 2, 3	†Music Major
Chinese 2	†Religion
Japanese 2	†History 3
Biology	‡History 2

No credit is given for less than a two-year sequence in any foreign language.

* One elective major in three upper years must be a laboratory science. If a second foreign language was begun in the Junior Year, the elective in the Lower Middle Year must be the second year of that language.

† Normally for Upper Middlers and Seniors only.

‡ Not permitted after the Lower Middle year.

Elective Minors (ordinarily for Seniors only)

Advanced Art
Anthropology
Bible 2
Biology S
Chemistry
Chorus
Concert Band
Ethics
French
German
Greek
Harmony
Instrumental Lessons
Introduction to Asia
Philosophy
Physics
Politics of International Relations
Public Speaking
Spanish
Studio Art
Trigonometry
Latin
Mathematics L
Mathematics S
Mechanical Drawing
Music Appreciation
Navigation
Orchestra

Special Courses

Special courses designed to cover the work of two years in one are open to properly qualified Juniors in mathematics, French, and Latin; and, to Seniors, in German, French, Greek, Russian, and Spanish.

Honors Courses and Advanced Placement

The Andover curriculum offers honors courses in most departments. It also provides special programs in mathematics, Latin, and the modern foreign languages, designed to cover four years' work in three or five years' work in four, and a two-year honors sequence in the physical sciences. The honors programs are open, on invitation of the departments, to especially able and ambitious students.

A large number of Andover students take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit towards the college degree.

DESCRIPTION OF COURSES

ANTHROPOLOGY (See *Science*)

ART

The courses in Art are organized to develop the visual perceptions of all students—not only of the "talented few"—possessing special interests. The basic course is normally taken by a boy in his Upper Middle year, who thus will have the opportunity in his Senior year to pursue his interests in an elective course. Reading assignments, illustrated lectures and original works of art displayed in the Addison Gallery complement the experience of class and studio.

STUDIO ART. Two hours. In its emphasis on observation, interpretation, and organization, the course is designed to supply the basis for a critical understanding of contemporary surroundings. Four hours of class work count for two hours credit, with no outside preparation required. Along with continuous drawing exercises and a brief historical survey, the student receives in successive terms two hours a week of experience in photography and three-dimensional construction. Previous experience is not required for the course.

ADVANCED ART. Two hours. A sequel to Studio Art. Advanced Art allows the student to continue individual work in painting or sculpture. Four hours studio work counts for two hours credit, with no outside preparation required.

ART MAJOR. Four hours. An advanced course in the visual arts offered as an elective to students who have taken the studio course. It combines studio work and discussion. The primary purpose is to relate the history of American Art (by means of frequent reference to the Addison Gallery Collection) to the senior course in American History. Work in the studio is intended to develop an aesthetic and imaginative sensitivity that will complement the intellectual emphasis of the classroom discussion.

ASIA: AN INTRODUCTION (See *History*)

BIOLOGY (See *Science*)

CHEMISTRY (See *Science*)

CHINESE (See *Modern Foreign Languages*)

THE CLASSICS

The courses in Greek and Latin are arranged to provide a four-year course in Greek and a five-year course in Latin. The Department hopes that a number of boys with Classical interests will elect four years of one language and three of the other. However, the pressure of modern times must make it advisable for most boys to take one ancient and one modern language. Such boys may elect either Greek or Latin in their first year. Those planning on a general education, on the advanced study of Romance languages, or on entering the Law, will naturally prefer Latin; but boys interested in literature, archaeology, philosophy, or medicine, might well choose Greek as their ancient language. It is no more difficult than Latin as a first language.

Greek

GREEK 1. Five hours. The course is devoted mainly to forms and the most essential principles of syntax. Chase and Phillips' *A New Introduction to Greek* (Harvard University Press) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek reader, or from the initial chapters of Xenophon's *Anabasis.*

GREEK 1-2. Five hours. The course is open to properly qualified Seniors and Upper Middlers. It covers in one year the essential material of Greek 1 and Greek 2. The texts are Chase and Phillips' *A New Introduction to Greek* and Xenophon's *Anabasis,* ed. Mather and Hewitt, (University of Oklahoma Press).

GREEK 2. Five hours. The second year is occupied with selections from Xenophon's works and with some easy dialogue of Plato. Prose composition in Attic Greek is studied, the grammar is reviewed, and there is much work in sight translation. The texts are Xenophon's *Anabasis* (ed. Mather and Hewitt) and Plato's *Apology* and *Crito,* ed. Dyer and Seymour, (Ginn & Co.).

GREEK 3. Four hours. The third year is spent mainly in reading selected books of the *Iliad* and the *Odyssey.* After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read. The texts are Benner's *Selections from Homer's "Iliad"* (Appleton) and Hadley's *Euripides' "Alcestis"* (Cambridge University Press).

GREEK 4. Four hours. The fall term is devoted to selections from Herodotus, Hippocrates, and Plato, the winter to a play of Sophocles, the spring to selections from the Greek lyric poets.

GREEK T. Two hours. A Senior elective that studies the Greek Old and New Testaments.

GREEK COMPOSITION. See notice under *Latin Composition.*

Latin

LATIN 1. Five hours. The year is spent in learning the basic forms and syntax of the language and a fundamental vocabulary. There is constant practice in sight reading and in prose composition of simple sentences. The purpose of the course is to prepare boys for general reading in Latin prose, not solely in Caesar. The text is *A New Introduction to Latin,* by Alston H. Chase.

LATIN 1-2. Five hours. Boys who are not ready for Latin 2, but who make a high grade on the Advanced Latin I Entrance Examination, may be placed in Latin 1-2 and thus given opportunity to complete two years of work in one. Those who pass the course successfully are given credit for two years of Latin. The course is reserved for boys who give evidence of high ability. Texts as for Latin 1 and 2.

LATIN 2. Five hours. During the first term, the course gives a thorough review of the fundamentals of Latin grammar and begins the reading of Caesar. In the last two terms, more Caesar is read, but the reading is varied by selections from other Latin prose authors and from simple poetry. There is practice in sight translation and in prose composition. The texts are *An Intermediate Latin Reader,* by William J. Buehner, and John Colby's *Review Latin Grammar.*

LATIN 3. Four hours. The course has a threefold purpose. Linguistically, it teaches students to read Latin prose with increasing ease. Historically, it presents a picture of Cicero's life and times and compares his period with our own. Culturally, it assesses the literary importance of Cicero as the creator of a prose style which influenced the literature of Europe for centuries. Representative selections are read from the writings of Cicero as well as passages from other prose authors. There is constant practice in sight translation. Selections from Vergil and one of the Comedies are read. The text is Allan G. Gillingham's *Latin Reader, Third Year.*

Students who have done high honor work in Latin 2 and who intend to take only three years of the subject are allowed to choose either Cicero or Vergil for their third-year Latin.

LATIN 4. Four hours. By a study of selections from the *Aeneid* and from other Latin poetry, the course attempts to introduce students to both the forms and the content of classical poetry and to make plain its influence upon the poetry of the modern languages. The student is given constant practice in reading Latin verse aloud. The poems are studied as literature and not merely as exercises in translation.

LATIN H. Two hours. Reading and discussion of the *Odes* of Horace and poems of Catullus, with special attention to the literary artistry of the poems, to their sources in the Greek Lyrics, and to their influence upon modern poetry. Open to properly qualified students who have passed Latin 3.

LATIN S. Two hours. This course, less demanding than Latin H, is designed for boys who have completed Latin 3 and desire to keep in contact with the language through a minor course. The reading is chosen from the First Book of Livy's *Histories,* the poems of Catullus, and the *Menaechmi* of Plautus.

LATIN 5. Four hours. Open to students who have passed Latin 4 or who otherwise satisfy the Chairman of the Department of their fitness. The course is the equivalent of the customary Freshman Latin course in most colleges. In the first term, selections from Livy's *Histories* are read and the reading of Horace's *Odes* is begun, to be carried on through the second term. In the winter, two Roman comedies are read; and, in the spring, Catullus' poems and selections from Tacitus' *Annals.*

ACCELERATED COURSES. At the end of the first term of Latin 1, students of high ability are offered the opportunity to join an accelerated section, Latin 1X. They will continue in Latin 2X, and proceed in their third year into Latin 4, thus gaining credit for four years of Latin in three years. Boys who drop out at the conclusion of Latin 2X will obtain credit for only two years of Latin.

LATIN COMPOSITION. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition in either Latin or Greek.

ENGLISH

The courses in English aim to teach students to think logically, to speak and write clearly, to read with comprehension and appreciation, and to develop discrimination and taste in the judgment of books.

Courses at all levels include frequent practice in speaking and writing, close reading, sustained attention to problems of syntax and rhetoric, the study and discussion in class of the chief literary types, and wide collateral reading.

Sections vary in size from ten to fifteen. After the Junior year particularly able boys are assigned to honors sections and encouraged to develop their special literary aptitudes. In the senior year, one honors course correlates closely with the compulsory American history course. Classroom teaching is supplemented in each year by conferences with individual students.

In addition to assigned reading, students do collateral reading, which is guided by the English teacher. In each course students are encouraged to

do original writing of story, poem, and essay. The Department sponsors a series of prize competitions to stimulate interest in original writing.

For students who have completed four years of English an elective course in American literature is offered.

ENGLISH 1. Five hours. The work of the course includes (1) a review of grammar, drill in spelling and punctuation; (2) the study in class of selected short stories, two novels, a play, selected essays, selected narrative and lyric poems; (3) composition, beginning with a study of paragraphs and proceeding to the writing of simple expository, narrative, and descriptive themes; (4) instruction and drill in the rudiments and techniques of oral expression.

A departmental examination is given at the end of each term. Representative texts are *Composition of the Essay, Richard II, Huckleberry Finn, Great Expectations, Alice in Wonderland, Pilgrim's Progress, Aesop's Fables, Looking Glass Book of Verse.*

ENGLISH 2. Four hours. The work of the course includes (1) a review of grammar, drill in spelling and punctuation; (2) a study of syntax; (3) elementary study of rhetoric; (4) practice in close reading; (5) composition, chiefly exposition and the personal essay; (6) the reading and discussion of literature: the short story, the novel, drama, poetry, and the familiar essay.

A departmental examination is given at the end of each term. Representative texts are *Harbrace College Handbook* (Harcourt, Brace), *Great Short Stories,* edited by Schramm, *Babbitt, Henry IV (Part I), Far from the Madding Crowd, Idylls of the King,* and *Sound and Sense,* edited by Laurence Perrine.

ENGLISH 3. Four hours. The class hours are divided between the study of literature and of composition. Fiction, drama, the essay, poetry, and biography are examined in classical and modern texts, with particular emphasis upon explication. Homer's *Odyssey* is read by all sections.

There are frequent themes and class papers, and special attention is given to practical problems of syntax and rhetoric.

Representative texts are *Far from the Madding Crowd, Victory, Gulliver's Travels, Ethan Frome,* Peterson's *Notes on The Odyssey*; plays of Shakespeare, Sheridan, Shaw, O'Neill, Wilder; Williams' *The Pocket Book of Modern Verse,* Untermeyer's *A Concise Treasury of Great Poems.*

ENGLISH 4. Four hours. The course gives training on an advanced level (1) in the reading and discussion of literature, chiefly English and American; (2) in close reading of selected passages of prose and poetry; (3) in logical thinking; (4) in composition and rhetoric. The course seeks to stimulate active and thoughtful class discussion of the assigned reading, to establish criteria for judging books, and to develop literary taste. There is continuing practice in writing, including critical essays, term papers, and original work.

Representative texts are Homer's *Iliad,* Hardy's *The Return of the Native,* Hawthorne's *The Scarlet Letter,* Hemingway's *A Farewell to Arms,* Fitzgerald's *The Great Gatsby,* Conrad's *The Nigger of the 'Narcissus',* Sophocles' *Oedipus the King* and *Antigone,* Ibsen's *Ghosts,* Shakespeare's *Hamlet, Othello,* and *King Lear,* Shaw's *Saint Joan* and *Caesar and Cleopatra,* Thoreau's *Walden,* Dean's *Essays* (Harcourt, Brace), Williams' *A Little Treasury of Modern Poetry* (Scribner), Untermeyer's *The Book of Living Verse.*

English 5. Four hours. An elective course in American Literature open to students who have successfully completed four years of secondary-school English or who have otherwise demonstrated ability to do advanced work in English. The anthology for class use is *A College Book of American Literature,* edited by Ellis, Pound, Spohn, and Hoffman (American Book Co.).

ETHICS

Ethics—Personal and Social. Two hours. An elective course for Seniors and Upper Middlers involving the discussion of values, attitudes, codes of conduct, and patterns of culture. Drawing on the ethical implications of various systems of Greek philosophy, on our Judaeo-Christian heritage, and on the views of certain contemporary writers, the course will focus upon such concerns of contemporary life as individual integrity, freedom and responsibility, forms of property, earning and spending, marriage and divorce, sexual morality, patriotism, and the use of force.

FRENCH (See *Modern Foreign Languages*)

GERMAN (See *Modern Foreign Languages*)

GREEK (See *The Classics*)

HISTORY

The courses in history have two purposes. They are arranged to provide information in company with other subjects; they are developed consecutively to give increasing experience in precision of thinking and to train students in the logical expression of what they know. The system of courses is scaled during the first year to the potentialities of the younger students, stressing the topical approach; it becomes increasingly mature and analytical during the succeeding years.

History 1. Ideas in Motion. Three hours. The course is designed to provide Juniors with a series of stimulating examples of man's development and culture. The focal point is man's experiences and ability to

adapt circumstances to his needs, to work with others for common purposes. With this objective, the course shows man in several environments: Man and the Land—Geography; Man's Entrance into History—the River Civilizations; Man Makes a Living—Economics; Man Organizes with Others—Government; Man Tries to Understand the Unknown—Religion; Man Resorts to Force—War; Man Utilizes Nature—Science.

The contribution of ancient civilizations is usually the starting point of each topic, which is carried through to modern times. By this technique the boy is able to relate his work to some degree to his own experiences. Lectures on aspects of specific topics are occasionally given to prepare the boy for later work in this method.

Each topic is approached through textual and supplementary readings, class discussions, and training in essay writing. Illustrative material—films, slides, displays—is used wherever possible. Students are encouraged to pursue their own special historical interests through reports, papers, and projects.

Text: Wallbank and Taylor, *Civilization Past and Present* (Scott Foresman). Supplementary Books (all available in paperback or inexpensive cloth editions): Smythe and Brown, *Elements of Geography* (MacMillan); H. W. vanLoon *Story of Mankind* (Pocket); L. Cottrell, *The Anvil of Civilization* (Mentor); A. R. Burns, *Pericles and Athens* (English Universities); R. Burlingame, *Machines That Made America* (Signet Key); J. Gaer, *How Great Religions Began* (Signet Key); F. Pratt, *The Battles That Changed History* (Doubleday Dolphin); *A Short History of Science* (Doubleday Anchor).

History 2. Men and Great Issues of History. Four hours. The course for Lower Middlers is a study of outstanding people and significant events in the history of Europe. A textbook is used as background material, with usually a week's textual assignment of a biography or an important historical event. The course illustrates the interplay of people upon their times, and the influence of events upon a country or a period of history. The biographies and events cover such topics as: Eleanor of Aquitaine and Mediaeval Europe; Lorenzo de' Medici and the Renaissance; Martin Luther and the Reformation; Christopher Columbus and the Age of Exploration; Elizabeth I and the Dynastic State; Peter the Great and the Emergence of Russia; Napoleon and the French Empire; the Georgian Period; the Industrial Revolution.

Where available, films are used to illustrate men and their times. Members of other departments offer lectures in their special fields. Periodically students are expected to write papers on special topics of their particular interest.

Text: Brinton, Christopher & Wolff, *A History of Civilization*, (Prentice-Hall); Supplementary books: A. Kelly, *Eleanor of Aquitaine* (Vintage); Aday, *C. Lorenzo de' Medici* (Macmillan); R. Bainton, *Here I Stand, A Life of Martin Luther* (Mentor); J. Neale, *Queen Elizabeth I*

(Doubleday Anchor); S. Morison, *Christopher Columbus, Mariner* (Mentor Book); W. H. Lewis, *The Splendid Century,* (Doubleday Anchor); E. Andrade, *Sir Isaac Newton: His Life and Work* (Anchor); B. Summer, *Peter the Great and the Emergence of Russia* (Macmillan); Kronenberger, *Kings and Desperate Men* (Vintage Book, Random House); Calaincourt, *With Napoleon in Russia* (the Universal Library).

History 3. Modern Europe. Four hours. For Upper Middlers, the course is a background survey from the 15th century to the end of the 18th century, and an intensive study of events and periods from the French Revolution to the present day. The course is chronological and deals with significant issues: The Development of Absolutism; Constitutionalism; Problems of the Balance of Power; the French Revolution and the Napoleonic Empire; Rise of the Middle Class; the Challenge of Socialism; Imperialism of the 19th Century; the Germany of Bismarck; the Diplomacy of World War I and the Peace Settlement; the Russian Revolution and the Soviet Union; the Dictatorship and Politics of Fascist Italy and Nazi Germany; World War II and the Search for Security; the Cold War; Issues of Foreign Policy of the United States and the Soviet Union.

The course prepares qualified students for the Advanced Placement examination in European History.

Texts: Palmer & Colton, *A History of the Modern World* (Knopf); Goldwin Smith, *A History of England* (Scribner); Hall & Davis, *The Course of Europe Since Waterloo* (Appleton-Century); Black & Helmreich, *Twentieth Century Europe* (Knopf); David Thompson, *Europe Since Napoleon* (Knopf); H. S. Hughes, *Contemporary Europe: A History* (Prentice-Hall). Supplementary readings: Sir George Clark, *Early Modern Europe* (Oxford-Galaxy); L. B. Packard, *The Age of Louis XIV,* (Holt); J. H. Plumb, *England in The Eighteenth Century* (Pelican); G. LeFebvre, *The Coming of The French Revolution* (Vintage); R. L. Heilbroner, *The Worldly Philosophers* (Simon and Schuster); H. Holborn, *The Political Collapse of Europe;* H. W. Gatzke, *The Present in Perspective* (Rand McNally); etc. Readings and documents in European History are edited and supplied to the students by members of the department.

History 4. The United States. Five hours. For Seniors, the course opens with the American Revolution and proceeds through the transition from Confederation into Federal Union, from conflict and division to reunion, and the growth of the United States as a world power. It closes with events of the present time. It surveys the westward movement, the plantation system, the development of industry, the labor movement, and the foreign policy of the American government.

Although public affairs are the central theme, stress is placed upon geographical, economic, social, and governmental problems; the careers of eminent men are examined in relation to these problems. Much attention is given to historical decisions of the Supreme Court. Matters of literary, intellectual, religious, and philosophical import are indicated but

not stressed. Students with a satisfactory average may with permission elect to write a winter term paper in lieu of the winter term final examination.

Texts and reference works:

General: Morison and Commager, *The Growth of the American Republic*; Randall, *The Civil War and Reconstruction*; Hacker and Kendrick, *The United States Since 1865*; Mitchell and Mitchell, *American Economic History*; Malone & Rauch, *Empire for Liberty*; Amherst Series.

Source Books: Commager, *Documents of American History*; MacDonald, *Documentary Source Book of American History*; Evans, *Cases on American Constitutional Law* (Fenwick Edition).

Special Histories cited frequently throughout the Syllabus: Baily, *A Diplomatic History of the American People*; Bemis, *A Diplomatic History of the United States*; Bartlett, *The Record of American Diplomacy*; Swisher, *American Constitutional Development*; Kelly and Harbison, *The American Constitution*; McLaughlin, *A Constitutional History of the United States*; J. W. Pratt, *History of U. S. Foreign Policy*; D. Brogan, *Era of Franklin D. Roosevelt*; H. U. Faulkner, *From Versailles to the New Deal*.

Special historical works cited at appropriate places in the Syllabus: The Bassett, Turner, McDonald and Dunning volumes of the older *American Nation Series*; Nettles, *The Roots of American Civilization*; Miller, *The Origins of the American Revolution*; Corwin, *John Marshall and the Constitution*; Nevins, *Ordeals of Union* (2 vols.); Nevins, *Emergence of Lincoln* (2 vols.); Pringle, *Theodore Roosevelt*; Allen, *Lords of Creation*; Corwin, *The Constitution and What It Means Today*; Mason & Leach, *In Quest of Freedom*; R. Hofstadter, *American Political Tradition*.

HISTORY 5. POLITICS OF INTERNATIONAL RELATIONS. Two hours. An elective course for Seniors. The emphasis is upon the politics of 20th-century nations and their effects upon United States foreign policy and international relations. The course is organized to introduce students to the many factors affecting Great Power politics, and to demonstrate the causal relationships in modern international events: the Fundamentals of International Relations; Power Politics; National Interests and Objectives; Geography and World Politics; Economics and World Politics; Significant Nations and Areas; Modern Europe; the Soviet Union; China; Emerging Africa; Latin America; United States foreign policy, its making and execution, development since 1945, the factors influencing it.

Readings will be in Overstreet, *What We Must Know About Communism* (Pocket Book); Crossman (Ed.), *God That Failed* (Bantam); Hahn & Neff, *American Strategy for the Nuclear Age* (Anchor); American Assembly, *The United States and Latin America* (Columbia); William Benton, *The Voice of Latin America* (Harper); V. M. Dean, *Builders of Emerging Nations* (Holt); R. Strausz-Hupe, *Protracted Conflict* (Harper); A. Boyd, *Atlas of World Affairs* (Methuen); P. Ritner, *Death of*

Africa, American Assembly, *United States and Latin America* (Columbia Univ.); de Madariaga, *Latin America: Between the Eagle and the Bear* (Praeger); T. R. Fehrenbach, *Crisis in Cuba* (Paperback MS14-Mon); N. Peffer, *The Far East* (Michigan Univ.).

History 6. An Introduction to Asia. Two hours. Open to Upper Middlers and Seniors. It is the purpose of the course to introduce the American student to Asia through study and critical examination of the histories of China and Japan. This approach does not, nor can it profitably, exclude consideration of Asia's classical civilization; but it does tend to place major emphasis upon the past century and a half. Topics covered include The Roots of Chinese and Japanese society, the Western Impact upon Asia, China's and Japan's Response to the West, the Rise of Asian Nationalism, Japan as a World Power, the Rise of Mao and the Chinese Communists, Asia in World War II, United States Policy in Post-War Asia.

The course consists of reading, lectures, class discussion, map exercises and work projects. Textual material and supplementary readings are taken from such works as Michael and Taylor, *A History of the Far East in Modern Times;* Reischauer, E. O., *Japan Past and Present;* Fairbank, J. K., *The United States and China.*

JAPANESE (*See Modern Foreign Languages*)

LATIN (See *The Classics*)

MATHEMATICS

The courses in mathematics have two purposes. The first is to give the student at each level an appreciation of the mathematical structure and thus of the essential aesthetic quality of the mathematical field in which he is working. The second but equally important purpose is to assure a boy a command of the appropriate technical skills without which he cannot go on in higher courses in school or college. Each year constant and consistent problem work helps to make concrete the abstract ideas of mathematics. Each year an attempt is made to give the student an idea of the way in which mathematical ideas grow by repeated abstraction and generalization from the physical phenomena with which he is familiar.

Thus the study of algebra begins with the properties of the natural numbers of arithmetic and progresses to the study of the integers, the rational numbers, the irrational numbers and an introduction to the real and complex numbers. An introduction to the concept of proof in simple algebraic and geometric situations is made early in the first two years. Later these ideas are sharpened and extended in both fields. A basic concern with relations and functions of numbers paves the way for a

systematic study in the last two years of a variety of continuous and discrete functions.

Besides its regular sequence of courses the Department provides accelerated and advanced courses for those boys able and willing to move faster than normal.

MATHEMATICS 1. First Year Algebra. Five hours. The course provides an intensive study of the procedures of elementary algebra through the solution of quadratic equations. Texts: Johnson, Lendsey and Slesnick's *Modern Algebra, First Course* (Addison Wesley); Sanborn, Nason and Sides' *First Year Exercises in Algebra with Reviews and Examinations* (Phillips Academy).

MATHEMATICS 1A. Five hours. A course for boys who have had approximately a half year of algebra in the eighth grade. At the end of the fall term, qualified boys are invited into the newly formed sections of Mathematics 1X. Texts are the same as those in Mathematics 1.

MATHEMATICS 1X. Five hours. A course for very able students who wish to begin an accelerated program in mathematics. It is formed at the end of the fall term of boys in Mathematics 1A. If followed by Mathematics 2X, it enables a student to enter Mathematics 4 in his third year. A major portion of geometry will be covered. Texts are the same as those in Mathematics 1 and 2.

MATHEMATICS 1-2. Five hours. A course designed for Juniors and those entering Lower Middlers who have had a full year of algebra but have not covered well enough such topics as inequalities, the postulates and elementary structure of algebra, number systems, etc., to be fully ready for Mathematics 2. After special review in such phases of algebra, the course undertakes the regular work of Mathematics 2, completing it by the end of the year. Texts used will be the same as those in Mathematics 1 and 2.

MATHEMATICS 2. Geometry. Four hours. This course covers a program of plane geometry using both synthetic and analytic methods. During the work with plane geometry, the natural extensions to solid geometry are made. At the end of the year the student will have a knowledge of methods of proof and of geometrical facts and concepts in both two and three dimensions. The text used last year was Henderson, Pingry, Robinson's *Modern Geometry* (McGraw-Hill).

MATHEMATICS 2XA. Five hours. The prerequisite for the course is Mathematics 1X. Work in geometry is continued and that of Mathematics 3 is undertaken. Students who finish the course satisfactorily are in general required to take one more year of mathematics (usually Mathematics 4, in rare cases Mathematics 4C) to fulfill the school's diploma requirement. Texts used are those of Mathematics 2 and 3.

MATHEMATICS 2XB. Five hours. An accelerated course enabling a boy starting in Mathematics 1 to have an opportunity to take the calculus without sacrificing the work in Probability and Linear Algebra of Mathematics 4. With Mathematics 4X it provides a sequence that by the end of the Upper Middle Year completes Mathematics 2, 3, and 4. Mathematics 2XB is also open to selected students entering the school as Lower Middlers. Students who successfully complete both Mathematics 2XB and Mathematics 4X are prepared to take Mathematics 5 or some other elective in their Senior Year. The texts are those of Mathematics 2 and 3.

MATHEMATICS 3. Five hours. Algebraic analysis and elementary trigonometry. The course continues the work in the algebra of real numbers begun in Mathematics 1. It extends and develops the ideas of mathematical structure and methods of proof met in Mathematics 2. It emphasizes the study of the elementary functions: algebraic, exponential, logarithmic and trigonometric. It also covers the elements of analytic trigonometry. Texts: Vance's *Modern Algebra and Trigonometry* (Addison-Wesley); Smith and Fagan's *Mathematics Review Exercises Fourth Edition* (Ginn).

MATHEMATICS 3G. Five hours. A course in geometry for entering students who have had two years of algebra. The course strengthens the student's background in algebraic analysis and in trigonometry to correspond to the work done in Mathematics 3. A student who has not previously studied trigonometry and who plans to continue in mathematics should take Mathematics T in his Upper or Senior year. The texts are those of Mathematics 2 and 3.

MATHEMATICS 4 (1963-64). Five hours. Advanced Algebra, Trigonometry, and an introduction to Elementary Probability with applications to Statistics. The course emphasizes the study of the elementary functions: algebraic, exponential, logarithmic, and trigonometric. Analytic trigonometry is covered thoroughly. During the second half of the year the work is in elementary probability with applications to statistics. Texts: Fisher and Ziebur's *Integrated Algebra and Trigonometry* (Prentice Hall); Mosteller, Rourke and Thomas's *Probability, A First Course* (Addison-Wesley); Smith and Fagan's *Mathematics Review Exercises, Fourth Edition* (Ginn).

MATHEMATICS 4 (1964-65). Five hours. The regular senior course in Mathematics. It will consist of work in elementary probability and statistics, linear algebra, and limits of simple series and sequences. Besides opening up fields of mathematics increasingly important for industrialists and social scientists, the course will increase a boy's mathematical maturity and will lay a strong foundation for study of the calculus in college or in Mathematics 5. Texts to be selected.

MATHEMATICS 4C (1964-65). Five hours. A course in analytic geometry and the calculus open to selected students who have finished Mathematics 3 or 3G and for whom an early start in calculus is justified by their need for it in their study of physics and chemistry. The course will move somewhat more slowly than Mathematics 5 because of the lower mathematical background of its students, but by the end of the year, most of the boys should be ready for the Advanced Placement Examination in the Calculus. Texts to be selected.

MATHEMATICS 4X. For details of the course, see the description of Mathematics 2XB above. Completion of Mathematics 4X meets the college requirements for four units of mathematics.

MATHEMATICS 5. CALCULUS WITH ANALYTIC GEOMETRY. Four hours. The course corresponds to the introductory course in calculus given in many colleges and universities. It is open to those who have completed the regular four-unit sequence in secondary school mathematics. Completion of the course offers a student the opportunity to qualify for advanced placement in college mathematics. Text: Thomas's *Calculus and Analytic Geometry, Third Edition, Part I.* (Addison-Wesley).

MATHEMATICS 6. Four hours. A special course offered as needed for the few boys who complete Mathematics 5 before their senior year. The content of the course varies with the needs of the students. Last year it was a course in Intermediate Calculus.

MATHEMATICS T. PLANE TRIGONOMETRY. Two hours. A thorough presentation of plane trigonometry with particular emphasis on its analytic aspects.

MATHEMATICS S. INTRODUCTION TO FINITE MATHEMATICS. Two hours. An elective course for Seniors who do not plan to continue mathematics in college and who are not taking any other mathematics in their senior year. This course is not computational in nature nor does it draw heavily on previous mathematical background. It is designed to give a student insight into several aspects of modern mathematics and a broad view of mathematical thinking. Applications will be drawn from the fields of social science, industry, or business rather than from the physical sciences. The text book will be one similar to *Introduction to Finite Mathematics,* by Kemeny, Snell, and Thompson.

MATHEMATICS L. INTRODUCTION TO LINEAR ALGEBRA. Two hours. An elective course open to Seniors who have finished at least three years of mathematics. It may be taken simultaneously with either Mathematics 4 or 5, since it does not duplicate, but supplements, the work done in those courses. The algebras of vectors and matrices are studied, together with their applications to other areas of mathematics and to the physical sciences. Text: *Introduction to Matrix Algebra,* written for high schools under the sponsorship of the School Mathematics Study Group.

MECHANICAL DRAWING

Two hours. A descriptive drawing course, which includes the use of drawing instruments and the study of geometric construction, orthographic projection, descriptive geometry, isometric projection, oblique projection, conventional practices, assembly and detail engineering drawings, and blueprinting. Special stress is placed on a thorough mastery of fundamental concepts and skills. Students of exceptional ability are given an opportunity to do more advanced work in a related field of their choice. The text is French and Vierck's *Engineering Drawing*, supplemented by motion pictures.

MODERN FOREIGN LANGUAGES

All foreign languages offered by Phillips Academy are acceptable for admission to college. For graduate study, and particularly for the Ph.D. degree, French and German are frequently required.

Chinese

CHINESE 2. Four hours. This course is open to Seniors who have successfully completed the ten-week summer course of Chinese Language (Chinese 1) at the Institute of Asian Studies for College Preparatory Students. The Institute, of which Phillips Academy is an Associated Member, holds its summer session at Thayer Academy, Braintree, Massachusetts.

CHINESE 2 works toward increased mastery of the written and oral language in preparation for advanced work at the college level.

French

The French Department offers a five-year course of study. The first four are devoted to teaching the students to understand and to speak the language as well as to read and to write it. The methods employed parallel as closely as possible the natural order of language learning: hear it first, then say what you have heard, next read and, finally, write. Pronunciation, articulation, rhythm and accuracy receive constant emphasis throughout each year. At no time does the Department teach the art of translation. French is used exclusively in the classroom, at all times and under all circumstances, and from the very first day. In the fifth year, students take a Freshman-level course, a survey of French literature and the study of key writings from French classical authors, in preparation for the Advanced Placement examination.

Students who demonstrate unusual aptitude for and interest in the language during their first term of study are invited to enter special "X" sections which move ahead more rapidly without demanding more time. Those who successfully complete this accelerated course of study re-

ceive four units of credit after three years of study. There is also a special fourth-year class for gifted students which prepares for Advanced Placement. Thus certain students are able to do college-level work after only three, and sometimes only two, years of study.

FRENCH 1. Seven hours. The course has no books. The students see no French, nor do they read or write it. Classes, limited to 15, meet seven times a week, have two different instructors, and are expected to spend two hours a week working with records and tapes. The goal is to acquire listening comprehension and the basic patterns of French speech. The method is the adaptation of FLES methods to older students.

FRENCH 1A. Five hours. For new boys who do not qualify for French 2, yet who have too much French to start again at the beginning. At the end of the first term, those who find the pace too swift drop back to French 1B. Those who successfully complete the course enter French 3 the following year. Texts: Mauger, *Cours de langue et de civilisation françaises,* Book I, and the *Anthologie,* a collection of French stories, both past and contemporary, which has been compiled by the members of the Department.

FRENCH 1B. Five hours. For new boys whose knowledge of French is too slight to qualify for admission to French 1A, yet who have had too much to start over again. The course emphasizes development of the aural-oral skills and prepares for French 2A the next year.

FRENCH 2. Five hours. While continuing to develop the audio-lingual skills, the aim in the second year is to teach reading, to develop the ability to understand non-technical French prose without recourse to translation. Besides the X sections for the most able, there are "special" sections for those who have begun their French at Andover; "A" sections for those who come from other schools but have been taught by audio-lingual techniques, and also for those who have completed French 1B; and "B" sections for new students who have had enough French to qualify for a second-year course, but who have been taught by grammatical-translation methods. Texts: Mauger, Book II; *Anthologie.*

FRENCH 3. Four hours. Continuing to develop the three skills of listening comprehension, speaking and reading, the third-year course also stresses writing and the beginnings of reading for critical analysis. Texts: Mauger, Book III; Pagnol, *Topaze;* Aveline, *La Double-Mort de Frédéric Belot;* Gide, *La Symphonie pastorale.*

FRENCH 4. Four hours. Primarily a course in language, French 4 introduces the student, through readings in Book IV of Mauger and complete editions of standard French authors, to contemporary French culture as well as to its literature from *La Chanson de Roland* to Sartre.

FRENCH 5. Four hours. The course prepares for Advanced Placement.

There are two-hour minor courses in French for those whose study programs do not permit a major course: FRENCH T for those with two units of credit; FRENCH S for those with three; and FRENCH 5-MINOR for those with four. There is also a two-hour seminar course, FRENCH 6, for those who have successfully completed the Advanced Placement courses (French 4H or 5-Major). Those who are in it arrange a special tutorial program with a member of the Department.

German

The German Department offers a five-year course with the following objectives: (1) ability to understand spoken German, (2) facility in speaking the language, (3) reading fluency, (4) ability to write German with reasonable correctness, and (5) an introduction to German literature since the eighteenth century.

From the first meeting, all classes are conducted in German. English is never used as the classroom language.

The Department offers an accelerated course for students who show unusual ability in German 1. After completion of German 2X, these students enter German 4 and receive four units of credit after three years of study.

GERMAN 1. Five hours. The beginning course seeks to develop aural comprehension and oral expression. The basic patterns of the language are practiced by repetition and variation. Texts: Kessler, *Deutsch für Ausländer,* Part I; Schulz-Griesbach, *Deutsche Sprachlehre für Ausländer (Grundstufe)*; Schulz-Griesbach, *Leseheft für Ausländer.*

GERMAN 2. Five hours. The systematic study of basic patterns is continued with Schulz-Griesbach, *Deutsche Sprachlehre für Ausländer.* Both close and comprehensive reading of modern German prose is practiced extensively. Elementary writing is introduced at this level, mostly in the form of summaries of the reading material. Some of the books read include Kessler, *Kurze Geschichten;* House and Malthaner, *Helles und Dunkles;* Schnitzler, *Der blinde Geronimo;* Moulton, *Deutsche erleben die Zeit;* Von Hofe, *Im Wandel der Jahre.*

GERMAN 1-2. Six hours. The course is designed for qualified seniors who wish to complete in one year the material covered in German 1 and 2. It follows approximately the outline of those two courses.

GERMAN 2X. Five hours. An accelerated course for qualified students, covering material of both German 2 and German 3. Successful completion enables a student to enter German 4, but gives only the same unit credit as German 2.

GERMAN 3. Four hours. Throughout the year grammar is reviewed in Schulz-Sundermeyer, *Deutsche Sprachlehre für Ausländer.* The following texts are read: Dürrenmatt, *Der Richter und sein Henker;* Brecht,

Mutter Courage; Borchert, *Draussen vor der Tür und Ausgewählte Erzählungen.* Emphasis is placed on comprehension, vocabulary building and written work. In the third term, selected literary prose, drama, and lyric poetry is read and interpreted. Text: Phelps and Stein, *The German Heritage.* Work is also assigned in German newspapers and magazines.

GERMAN 4. Four hours. Introduction to German literature. Through detailed stylistic analysis of a number of outstanding works, the students are introduced to some of the major authors and to the most significant trends in German literature since 1750. The works read include: Storm, *Der Schimmelreiter*; Eichendorff, *Aus dem Leben eines Taugenichts*; Keller, *Die drei gerechten Kammacher;* Kleist, *Michael Kohlhaas* and *Der zerbrochene Krug;* Mann, *Tonio Kröger;* Rilke, *Ausgewählte Gedichte;* Goethe, *Urfaust* and *Iphigenie.* Qualified students take the Advanced Placement Examination at the end of the course.

GERMAN 5. Two hours. The literary works read in the course serve as a means of understanding the origins of contemporary Germany. First term: Goethe and his age. Second term: 19th century, romanticists and realists. Third term: trends of the 20th century. Students are expected to take the Advanced Placement Examination.

GERMAN S. Two hours. For seniors who wish to continue German as a minor subject. Contents vary according to the needs of the students. Prepares for Advanced Placement.

Japanese

JAPANESE 2. Four hours. The course is open to Seniors who have successfully completed the nine week summer course of Japanese language at the Institute of Asian Studies for College Preparatory Students. The Institute, of which Phillips Academy is an Associated Member, holds its summer session at Thayer Academy, Braintree, Massachusetts. Japanese 2 is devoted to a continuance of the oral and written language in preparation for advanced work at the college level.

Russian

The courses in Russian develop the student's skill in speaking, aural comprehension, reading, and writing. The structure of the language is explained systematically.

RUSSIAN 1. Five hours. An elementary course in speaking, reading, and writing Russian. Texts: von Gronicka, *Essentials of Russian,* Third Edition (Prentice-Hall); Poltoratzky, *Russkii Yazyk, Pervaya Kniga,* 1 (Bruce); *Graded Russian Readers* (Heath). Recordings and machines are available for oral drill. Open to Juniors and Lower and Upper Middlers.

RUSSIAN 1-2. Six hours. An accelerated elementary course, presenting the principal features of the Russian language in one year, with intensive practice in speaking, reading, and writing. Texts: von Gronicka, *Essentials of Russian,* Third Edition (Prentice-Hall); *Graded Russian Readers* (Heath). Recordings and machines are provided for oral drill. Open to Seniors, and, with approval of Class Officers, to Upper Middlers with a satisfactory record in another foreign language.

RUSSIAN 2. Five hours. Completion of the presentation of the principal features of the language, with continued emphasis on active use. Texts: von Gronicka, *Essentials of Russian,* Third Edition (Prentice-Hall); Poltoratzky, *Russkii Yazyk, Pervaya Kniga,* 2 (Bruce); *Graded Russian Readers* (Heath); Katzner, *A Russian Review Text* (Random House).

RUSSIAN 3. Four hours. Reading, conversation, and writing, based on a variety of authors. The texts include: Turkevich, *Russian Reader III* (Van Nostrand); Iwanik, *Russian Short Stories* (Heath); Henley, *Russian Prose Reader* (Van Nostrand); Katzner, *A Russian Review Text* (Random House).

RUSSIAN 4. Four hours. Advanced reading, conversation, and composition. The texts include Vasys, *Russian Area Reader* (Pitman).

RUSSIAN 5. Four hours. Readings, discussions, and reports on selected topics.

Spanish

The Department of Spanish offers a regular sequence of four years, but able students, by accelerating, may take five courses. The aim is to teach the students to understand the language and to speak it fluently. Spanish is used constantly in the classroom. The students are also taught to read and write the language with ease, and are given a comprehensive introduction to the literature of Spain and South America.

SPANISH 1. Five hours. In keeping with the new "audio-lingual" approach, this course stresses understanding and speaking the Spanish language, with a minimum of English used in the classroom. The Holt series, beginning with *Entender y Hablar,* by LaGrone, McHenry and O'Connor, provides the basic texts. They are supplemented by language laboratory practice and other audio-visual materials. Reading and writing are introduced after the student has acquired considerable oral fluency.

SPANISH 1-2. Six hours. Designed for qualified seniors who wish to complete in one year the material covered in Spanish 1 and 2. Texts: *Beginning Spanish Course,* by Barton and Tyler (Heath); *Repaso,* by Walsh (Norton), *Más Cuentos de las Españas,* edited by Arjona and Arjona (Scribner); *Tesoro de Lecturas,* edited by Leavitt and Stoudemire (Holt); and *Cuentos criollos,* edited by Walsh (Heath).

SPANISH 2. Five hours. A continuation course that emphasizes reading and vocabulary building, including the use of synonyms and antonyms. Oral fluency is stressed, with emphasis on extemporaneous speaking. Texts: *Un Viaje por España*, by Crawford (Holt), together with such readers as *Memorias de un soldado estudiante*, by Esquenazi Mayo (Norton), *Sueño de una noche de agosto*, by Martínez Sierra (Norton), and *Más Cuentos de las Españas*, edited by Arjona and Arjona (Scribner).

SPANISH 2X. Five hours. Open to students who have completed Spanish 1 with high honors. It covers the material of Spanish 2 and Spanish 3. Successful completion enables a student to enter Spanish 4 but gives only the same unit credit as Spanish 2.

SPANISH 3. Four hours. An advanced course, which continues to develop oral and aural skills as well as facility in written composition. Texts (supplemented by additional readings): *Gramática española de Repaso*, by Ugarte (Odyssey); *Lluvia Roja*, by Goytortúa; and *El sombrero de tres picos*, by Antonio de Alarcón (Ginn).

SPANISH 4. Four hours. The course aims to develop an appreciation of Spanish culture through the centuries in the entire Hispanic world. It presupposes a rather extensive knowledge of grammar and vocabulary and a fairly fluent conversational ability. Constant use of the Spanish language in the classroom discussions and written assignments is required. Frequent reference is made to all available types of illustrative material or "realia." The basic texts are Ugarte's *Panorama de la civilización española* (Odyssey) and del Río's *Del solar hispánico* (Dryden) for cultural and historical background, as well as grammatical review. Among the literary works read in the course are *La Barraca*, by Blasco Ibáñez (Macmillan) and *Las Lanzas coloradas*, by Uslar Pietri (Norton), as well as novels, plays and essays found in such collections as *Biblioteca Clásica Ebro*.

SPANISH 5. Four hours. For students who have had four years of Spanish or its equivalent. The course, conducted entirely in Spanish, concentrates upon various periods of Spanish and Spanish American literature, such as *Don Quijote de la Mancha*, the Golden Age Drama, Romanticism, the Novel, etc. Outside reading is required. The basic texts are *Cuatro Comedias*, edited by Hill and Harlan (Norton) and *Diez Comedias del Siglo de Oro*, edited by Alpern and Martel (Harper).

SPANISH S. Two hours. A minor course open chiefly to seniors who have had three years of Spanish. It is designed to keep them in contact with the language before they continue its study in college, and is conducted entirely in Spanish.

MUSIC

The aims of the Music Department are to provide every student with a valuable experience in music and to give him an understanding of the art. Its aims are achieved by the study of theory and by active participation in music making: individual lessons, recitals, group rehearsals, formal and informal concerts, and one operetta or musical comedy presented each year.

Chorus, Concert Band, Orchestra. Each of these is a minor course not requiring outside preparation but counting for two hours of academic credit. Each course meets four periods a week: two afternoons at 4:13 and two evenings between 6:45 and 7:45. Upper Middlers may take any one of these courses in fulfillment of the diploma requirement in Music or Art. Volunteers, not enrolled in the courses for credit, may join the sessions of such courses as an extracurricular activity.

Introduction to Music. Two hours. The purpose of the course is to help students gain understanding and enjoyment of various forms of music. It presents aspects of the development of musical thought, including examples of folk music and the music of the baroque, romantic, classical, and modern schools, including jazz. The subject matter is illustrated with recordings and live demonstrations.

Harmony. Two hours. The course equips the student with a knowledge of basic harmonic structure, and enables him to harmonize a melodic line in traditional four-part fashion. An ability to read music is a prerequisite for the course. Open to Seniors only.

Private Instrumental and Vocal Lessons. Two hours. Weekly instruction in keyboard, orchestral, and band instruments, or in voice, may be counted as a two-hour course. One half hour of instruction is to be supplemented by four hours of practising. For advanced students arrangements can be made for a pupil to study in Boston with a private instructor. For piano and organ students there is a separate charge of $115 a year for weekly half-hour lessons, and $200 for weekly hour lessons, plus a nominal fee for the use of practice pianos and organs. The charge for voice lessons is $90 a year for weekly half-hour lessons. Lessons are offered on all band and orchestral instruments at $90.00 a year. *Active members* of the Band and Orchestra receive instruction at a reduced rate.

Music Major. Four hours, which may be gained by the combination of any two music courses, except that the Orchestra, Chorus, and Concert Band courses may not be so combined with each other.

Beginners' Band. Any student who wishes to learn to play a brass, woodwind, or percussion instrument will be lent an instrument and may receive group instruction in the Beginners' Band, at no expense to the student. It is assumed that members of this group are interested in eventually joining the advanced Band groups.

NAVIGATION

Two hours. The course consists of a term's work in each of the fields of piloting, nautical astronomy, and celestial navigation. Emphasis is placed on the practical application to surface navigation. Considerable plotting and tabular work is done in determining a ship's position both within sight of land and on the open sea. During the latter part of the year the opportunity to cruise may be offered to members of the class. The textbook used is Dutton's *Navigation and Nautical Astronomy,* supplemented by Navy and Coast Guard films.

PHILOSOPHY

Two hours. The course offers a study of a few central problems of metaphysics. The interdependence of metaphysical views and ethical and political attitudes is stressed, though the study of ethics and politics is not pursued so intensively as that of metaphysics. Much of the reading of the fall term is in Plato; thereafter, the chief text is Joad's *Guide to Philosophy and Metaphysics.* During the latter part of the spring term it is customary to study all, or part, of a book by a recent or contemporary philosopher: for example, Santayana, Whitehead, Langer. The final assignment is a paper requiring the student to attempt a synthesis of his views on some of the chief problems explored in the course.

PHYSICS (See *Science*)

POLITICS OF INTERNATIONAL RELATIONS (See *History*)

PUBLIC SPEAKING

Two hours. An elective course for Seniors and (in some cases) for Upper Middlers. It provides training in voice production, articulation, and speech making. Impromptu and prepared speeches help the student to develop poise, fluency, and force. The text is Turner's *Voice and Speech in the Theatre* (Sir Isaac Pitman & Sons, Ltd., London). For reference, Sarret and Foster's *Basic Principles of Speech* (Houghton Mifflin).

RELIGION

The study of religion at Phillips Academy is intended to help students towards an understanding of the Judaeo-Christian heritage, and to develop the capacity to relate man's religious insights to the problems of everyday living. A knowledge of how to read the Bible is valuable in its own right, and familiarity with its contents is indispensable for appreciation of much of art, music, history, and literature. Acquaintance with the basic concepts of other religions adds perspective to the understanding of one's

own and deepens the sense of the importance of religion in various aspects of one's personal and social life.

Bible 1. Two hours. Required of all members of the Lower Middle class, the course traces the development of the basic religious concepts of the Old and New Testaments. It acquaints students with many of the finest passages of the Bible, with its outstanding personalities, with the individual books and their messages, and with a sense of the progressive discovery and revelation of religious truth.

Bible 2. Two hours. An elective for Upper Middlers and Seniors, the course is a study of early Christianity. It explores the similarities and differences in the gospel records, the letters of St. Paul, Hellenistic influences, some of the non-Biblical documents of the early church, and the writings of some of the early Church Fathers.

Senior Religion. Four hours. An elective course for Seniors. It includes a term's study of some of the living religions of the world and their sacred writings. A second term's work involves the study and discussion of certain basic religious problems and of various attitudes toward the meaning of life as they are reflected in a number of contemporary plays and novels. A third term is devoted to an investigation of Christian teaching, through New Testament writings and the work of some contemporary religious leaders.

SCIENCE

Beginning with Elementary Science, a student may pursue a four-year sequence of courses in science. The departments aim to provide the student with an understanding of science and of scientific methods and thinking as a necessary part of his general education. At the same time, the subjects are covered with sufficient thoroughness to test his capacity and interest and to provide a sound foundation for later work in college, should his experience indicate the desirability of such work.

Courses designated by the letter X are more difficult than the regular ones, and admission is granted only to selected students. These courses meet for one additional class each week and use texts of the college freshman level. They thereby prepare in one year for the advanced placement examinations, and consequently for advanced standing in college. Science Honors provides a two year integrated course for those capable of advanced work, in both physics and chemistry. Able students who have taken the regular courses before their Senior year may also prepare for the advanced placement examinations by taking the minor courses indicated as S courses. In addition, the S courses provide uninterrupted progress for the student who plans further study in a particular field.

In general, students are encouraged to take a variety of courses and to acquire a broad background of knowledge in the different sciences, rather than to specialize in any subject. Hence no second-year-level courses

are offered. For the student with special interests in any one area, individual projects are encouraged to the extent that they are consistent with safety, the equipment available, and the capacity of the student.

ELEMENTARY SCIENCE. Three hours. Based on a study of the earth, the course is designed to form an approach to the laboratory sciences, which follow in the later years, and also to acquaint the student with information useful to any educated person. Most of the fall term is given to a survey of physical geology, followed in the winter term by a study of the atmosphere from the points of view of biology, chemistry, and physics. After a consideration of the consequences of the shape and motions of the earth, the course ends with an outline of methods of forecasting the weather. Laboratory work is included where possible and appropriate.

ANTHROPOLOGY. Two hours. An elective offered by the Robert S. Peabody Foundation for Archaeology, the course is intended to present a brief consideration of the prehistory of North America. It is composed of lectures and reading on a variety of subjects bearing on man's life in the New World, touching on geology, climatic change and attendant changes in flora and fauna, methods of dating the past, as well as archaeology. Some discussion and reading on aboriginal societies brings the course down to the beginning of written history.

Biology

BIOLOGY. Four hours. The course in Biology covers the fundamental characteristics of living things; the nutrition, responses, and reproduction of plants and animals; the structure and functioning of the human body; the inter-relations between all living things, with special emphasis on the influence of insects, bacteria, and other forms of animal and plant life upon man's welfare; and the principles of heredity and evolution.

The class meets four times a week, three times for discussion and once for a laboratory period. The laboratory work includes training in the use of the compound and stereoscopic microscopes and other laboratory equipment. It requires careful observation, mastery of techniques, and accurate recording of results. Several laboratory periods are set aside for field trips featuring Ecology and Conservation, and for work on individual projects.

BIOLOGY X. Five hours. An honors course, open upon invitation of the Department, to a limited number of able Upper Middlers and Seniors. In addition to the material of the regular Biology course, Biology X offers extra work in the field of physiology in preparation for the Advanced Placement Examination of the College Entrance Examination Board, success in which leads to advanced placement in college and, in some circumstances, to credit towards the college degree.

BIOLOGY S. Two hours. Open to Seniors who have completed the standard course with high grades. In addition to a review of basic biology,

new material will be presented as the course progresses. The combination of review and new work prepares students for the Advanced Placement Examination in Biology of the College Entrance Examination Board.

Chemistry

CHEMISTRY. Four hours. A college preparatory course that includes the systematic study of matter and of the changes that it undergoes. Special attention is given to modern theory. Emphasis is placed upon reasoning and general concepts rather than upon mere memorization of facts. The class meets three times weekly for lectures, demonstrations, or discussion, and once for a double period of laboratory work. Text: *Chemistry for Our Times,* by Weaver and Foster. Some sections use the CHEM Study experimental curriculum.

CHEMISTRY X. Five hours. The course is open to a limited number of able students who have made high records in mathematics and science. It is essentially the equivalent of a first-year college course that does not include qualitative analysis. Prepares for the Advanced Placement Examination. Text: *College Chemistry,* by Sienko and Plane. *Laboratory Manual,* by Malm and Franz.

CHEMISTRY S. Two hours. One period a week is for recitation and discussion of review and advanced topics; the other is a double period for laboratory work. The course is for students who have completed a regular course with good grades. Like Chemistry X, it prepares for the College Entrance Examination Board examination for advanced standing in college chemistry. Text: *College Chemistry,* by Ehret.

Physics

PHYSICS. Four hours. The course completes the requirements for entrance to college and prepares the student for further work in this or in related fields. By means of lectures, recitations, experimental demonstrations, and the solution of numerical problems, the student is taught not only the fundamental principles of physics, but also the elements of scientific method. Reference is made where possible to the implications and effect on current thought of recent advances. The laboratory experiments are chosen not merely to afford training in manipulative techniques and to illustrate portions of the text material, but also to exemplify proper scientific practice. The use of the slide rule is taught and required.

PHYSICS S. Two hours. Open to Seniors who have completed a year of Physics. Chemistry and Mathematics 4 or 5 are strongly advised as concurrent courses. With the aid of a textbook prepared for college freshmen, the course reviews much of the material of elementary physics, but in considerably greater depth. In addition, a number of new topics are taken up, such as simple harmonic motion, the interference and diffraction

of light, the restricted theory of relativity, and an introduction to the quantum theory. Individual study projects are assigned in the spring. Students who do well in the course are prepared to take the Advanced Placement Examination in Physics, but a first course in calculus is normally necessary before advanced placement in college can actually be achieved.

Honors Sequence

SCIENCE HONORS 1 and 2. Five hours each year. A two-year sequence, open, upon invitation of the instructor, to a small group of Upper Middlers who will complete a year of analytic geometry and the calculus before graduation and who show promise of unusual capacity in science and mathematics. The subject matter includes chemistry and physics, both of them carried well beyond the elementary level in text and laboratory work. It is expected that the ablest students in the sequence will be prepared to pass both the physics and chemistry Advanced Placement Examinations of the College Entrance Examination Board.

Science Honors 1 will fulfill the diploma requirement in laboratory science for students who find it inadvisable for any reason to continue to Science Honors 2.

PRIZES

Listed below are prizes open for competition in each academic year. Unless otherwise stated, awards may be made in cash, or in the value of the amounts listed.

ENGLISH

Draper Prizes. For declamation. Open to members of English 3, 4, and 5. $25, $20, and $15. First awarded 1867. Funded 1878 by Warren F. Draper, Class of 1843. Awarded 1963 to (1) Neal Jeffrey Tonken, (2) Tadataka Yamata, (3) Robert Stuart McIlroy.

Means Prizes. For declamation of original essays. Open to members of English 3, 4, and 5. $25, $20, and $15. First awarded 1868. Funded 1879 by William G. Means, of Andover. Awarded 1963 to (1) Robert Patterson Marshall, Jr., (2) Joel Israel Slotnikoff, (3) John Henry Harwood, II.

Robinson Prizes. For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. $75 to the winning team. First awarded 1896. Funded 1910 by Henry S. Robinson, of Andover. Awarded 1963 to Robert Mason Burton, Stephen Jon Mathes, Louis Wiley, Jr. ($75 to be divided equally).

Schweppe Prizes. For an examination on a literary subject. Open to Senior and Upper Middle Classes. $30 and $20. First awarded 1912. Sustained since 1941 by Jean Schweppe Armour and John S. Schweppe in memory of their father, Charles M. Schweppe, Class of 1898. Awarded 1963 to (1) Robert Stuart McIlroy, (2) Leighton Ira Davis, Jr.

Goodhue Prizes. For an examination in English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. $30 and $20. First awarded 1916. Funded 1936 by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy. Awarded 1963 to (1) Harry Flato Schwethelm, Jr., (2) Jeremy William Heist.

Clough Prize. For an essay by a Senior on an assigned literary subject. $40. First awarded 1923. Funded 1923 by friends of Charles C. Clough, Class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy. Awarded 1963 to Robert Stuart McIlroy.

Langley Prize. For an essay on Charles Dickens. Open to members of the Lower Middle and Junior Classes. $15. First awarded 1929. Funded 1927 by Stephen S. Langley, Class of 1863. 1963 no award.

Leonard Prizes. For declamation of original essays. Open only to Juniors and Lower Middlers. Three prizes of books. First awarded 1942. Funded 1957 by *The Phillipian* in memory of Arthur W. Leonard, Instructor in English 1907-1941. Awarded 1963 to (1) Philip Howell White, (2) Mark Harrison Moore, (3) John Ward Whisnant.

Carr Prizes. For skill in oral English. Open only to Juniors and Lower Middlers. $16, $12, $8, and $4. First awarded 1943. Sustained by Donald Eaton Carr, Class of 1922. Awarded 1963 to (1) Everard Kidder Meade, III, (2) William Randolph Bourne, (3) Peter Allen Burkhard, (4) Terry Reed Bagg.

Burns Prizes. For an original poem. Awarded to one student in each of the Senior and Upper Middle Classes, and to one student of either the Lower Middle or Junior Class, $20 each. First awarded 1945. Funded 1944 by Mrs. John P. O'Rourke in memory of her son, 2nd Lt. Charles Snow Burns, USAAF, Class of 1941. Awarded 1963 to *Senior,* William Allan Kane; *Upper,* No award this year; *Lower,* Terry Reed Bagg.

Sumner R. Kates Prize. For an essay in American literature. $125 in cash. First awarded 1950. Funded 1949 by Sumner R. Kates, Class of 1938. Awarded 1963 to Jeremy William Heist.

JOHN HORNE BURNS PRIZE. For an original short story. Open to all students. $35 in cash. Funded in 1961 by Mr. and Mrs. Joseph Lawrence Burns in memory of their son, John Horne Burns, Class of 1933. Awarded 1963 to Sedgwick Howard.

CLASSICAL LANGUAGES

COOK PRIZES. In Greek. For an examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. $30, $15, and $10. First awarded 1879. Funded 1878 by Joseph Cook, LL.D., Class of 1857. Awarded 1963 to (1) Gerald Elbridge Miller, Jr., (2) Marvin Hayne Kendrick, Jr., (3) Jonathan Pete Strang.

DOVE PRIZES. In Latin. For an examination in the translation and interpretation of Virgil. Open to Seniors or members of Latin 4. $30, $20, and $10. First awarded 1880. Sustained since 1915 from the George W. W. Dove Fund. Awarded 1963 to (1) Marvin Hayne Kendrick, Jr., (2) George Wilson Penny, III, (3) Hathaway Watson, 3d.

VALPEY PRIZES. For Latin composition and Greek composition. Open to the Upper Middle Class. $20 each. First awarded 1896. Funded 1891 from a bequest of Rev. Thomas G. Valpey, Class of 1854. Awarded 1963 to Gerald Elbridge Miller, Jr.—Greek; Harry George Hives—Latin.

JOHNSON PRIZE. For Greek composition. $10. First awarded 1924. Funded 1932 by Alfred Johnson, Class of 1890, in memory of the Rev. Alfred Johnson, a graduate of Dartmouth College. Awarded 1963 to Laurence John Davidson; Honorable Mention, James Vincent Romano.

WEIR PRIZE. In Greek. For an examination in the translation of New Testament Greek. $70. First awarded 1928. Funded 1927 from a bequest of The Rev. William N. Weir, Class of 1895. Awarded 1963 to Jonathan Peter Strang.

BENNER PRIZE. For excellence in first-year Greek. $25. First awarded 1939. Funded 1950 by the Rogers Associates, Inc., in honor of Allen Rogers Benner, Class of 1888, for forty-six years Instructor in Greek in Phillips Academy. Awarded 1963 to Samuel Ray Miller.

DEPARTMENT PRIZES. For excellence in Latin translation and composition, $10 and $5; for recitation from memory of poetry or prose, $10. First awarded 1940. Sustained since 1947 from Winthrop Fund. In Latin 3. Translation and composition. Awarded 1963 to José Raúl González; Honorable Mention to Laurence John Davidson for Latin 3 Translation. Awarded 1963 to Vaho Rebassoo; Honorable Mention to Peter Katz for Latin 2 Translation. Awarded 1963 to Alexander James Belida, Jr. for Latin 1 Recitation. Awarded 1963 to John Barnes Samp for Latin 2 Recitation. Awarded 1963 to Harry George Hives; Honorable Mention to Paul Landry Monette for Latin 3 Recitation.

CATLIN PRIZE. To be awarded regardless of need, to a member of the Upper Middle Class of outstanding scholarship and deportment, who, on completion of Greek 2 or Latin 3 at Phillips Academy, shall include in his Senior program a major course in Greek or Latin. $1,000. First awarded 1945. Funded 1944 from a bequest of George H. Catlin, Class of 1863. Awarded 1963 to Bing Sung.

GERMAN

STEVENSON PRIZE. For excellence in German composition, oral and written. Open to the Senior and Upper Middle Classes. $15. First awarded 1904. Funded 1904 by Robert Stevenson, Jr., Class of 1896, in memory of his father. Awarded 1963 to Harry Flato Schwethelm, Jr.; Honorable Mention, Stacy Guy Langton.

FRENCH

TAYLOR PRIZE. For excellence in French conversation and composition. A selection of French books. First awarded 1909. Funded in part 1908 by a member of the Class

of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, Treasurer of Phillips Academy 1852-1868. Awarded 1963 to William Whitfield Stowe.

Department Prizes. For aural ability. To those students in their first and second year of French who receive the highest marks on a special examination to test aural comprehension. First and second prizes in books. First awarded 1946. Sustained by an anonymous donor. Awarded 1963 in French 1 Regular Sections, (1) Theodore Sherman Feldman, (2) Charles Horner Sawyer; French 2 Regular Sections, Matthew Marks Schneiderman; Honorable Mention, Eugene Indjic; French 2 Special Sections, Philip Thompson Aranow.

Anthony D. Graves Prize. For improvement during the first year of the study of French. To the student whose application and effort result in the greatest over-all improvement. $25. First awarded 1954. Funded 1954 by Mrs. Charles F. Pease in memory of her father. Awarded 1963 to William Ballard.

Forbush Prize. For excellence in French 3. A book or books. First awarded 1956. Funded 1955 by students and friends of Guy Johnson Forbush, Instructor in French at Phillips Academy 1917-1920, 1924-1955. Awarded 1963 to Harry Flato Schwethelm, Jr.

SPANISH

Hayden Prize. For excellence in oral Spanish. To a member of the first-year Spanish course who, in the opinion of the faculty, has made the greatest progress in oral Spanish. $35. First awarded 1945. Funded 1945 by Mr. and Mrs. Howard P. Hayden, of Santiago, Chile. Awarded 1963 to David Benson Roe; Honorable Mention, Stephen Bush Marshall.

HISTORY

Lauder Prizes. For an examination in the history of England and the British Empire. $25, $15, and books. First awarded 1913. Funded 1916 by George Lauder in memory of his son, George Lauder, Jr., Class of 1897. Awarded 1963 to (1) Jeffrey George Huvelle, (2) James Wilbur Swihart, Jr.

Haymond Prizes. In American History. To undergraduates taking the course in History of the United States, for an essay on the Constitution of the United States. $50, $25, $10, and books. First awarded 1943. Sustained by The Honorable Frank C. Haymon, in honor of his sons, William Stanley Haymond, 2d, Class of 1942, and Thomas Arnette Haymand, Class of 1943. Awarded 1963 to (1) Stacy Guy Langton, *A Moment of Prayer: Engel* v. *Vitale,* (2) James Russell Bourne, *Its Plighted Faith—Perry* v. *U. S.,* (3) Louis Gordon Lower, *Can the Supreme Court Amend the Constitution?*

Grace Prizes. In American History. For an essay on the Bill of Rights or other historical topic related to our heritage of human liberty. $70, $45, $35, and books. First awarded 1953. Funded 1951 by Oliver R. Grace, Class of 1926, in memory of his father, Morgan H. Grace. Awarded 1963 to (1) Donald Alexander Way, *Vocational Technical Education in Greater Lawrence,* (2) Joseph Ward McGirt, *United We Stand: North Carolina Faces Integration,* (3) John Burt Foster, Jr., *The Great Sioux Uprising of 1862.*

Marshall S. Kates Prizes. In American History. To undergraduates taking the course in History of the United States for an essay on a topic in the field of American History. $50, $30, $20, and books. First awarded 1953. Funded 1952 by Marshall S. Kates, Class of 1939. Awarded 1963 to (1) Alexander Bruen Trevor, *Black Friday,* (2) David Vaughan Bowen, *Mendelism in the U. S. A. 1900-1915,* (3) Anthony Kurt Obst, *The Open Door Policy, 1900-1932;* Honorable Mention, William Van Buren Damon, *Shoe City.*

Webster Prizes. For excellence in Ancient History, European History, or Contemporary Affairs. Open to all students taking the courses, on the basis of competitive examinations or proficiency in current work, at the discretion of the department. $125

in money and books. First awarded 1956. Funded 1956 by Dean Kingman Webster, Jr., Class of 1915. Awarded 1963 to (1) Timothy Pence McKibben, (2) Francis Charles Klein in History 1; (1) Philip Thompson Aranow, (2) Peter Dean Vanderwarker in History 2; Contemporary Affairs, no award this year.

MATHEMATICS

Convers Prizes. In Plane Geometry. Awarded on the basis of an examination in Plane Geometry covering analysis on the originals, numericals, loci, and constructions. $100, $75, $50, $25, $10, and books. First awarded 1898. Funded 1898 by E. B. Convers, Class of 1857, and extended in 1951 by the former prize men. Awarded 1963 to (1) Sean Kevin Kennedy, (2) José Raúl González, (3) David Walker, (4) Bruce Haven Edwards, (5) Clay Johnson, III.

Eaton Prize. For excellence in Algebra. To a member of the Junior Class outstanding for proficiency in first-year Algebra. $20. First awarded 1938. Funded 1957 by bequest of Thaxter Eaton, Class of 1904, in memory of his father, George T. Eaton, Class of 1873, for fifty years instructor in Mathematics at Phillips Academy. Awarded 1963 to James Christopher Mar.

McCurdy Prizes. For excellence in Senior Mathematics. For Seniors in the regular fourth year Mathematics program. Awarded on the basis of classroom work and an examination. $35 and $25. First awarded 1941. Funded 1940 by the family of the late Matthew S. McCurdy, in memory of his connection with Phillips Academy as Instructor in Mathematics 1873-1921. Awarded 1963 to (1) Tadataka Yamada, (2) Robert Lee Fidelman.

Bailey Prize. In Lower Middle Mathematics. On the basis of an examination at the close of the year. $35. First Awarded 1946. Funded 1946 by Edward Bailey Crichton, Class of 1946, in memory of his grandfather, Edward Bailey, Class of 1878. Awarded 1963 to Louis David Carmichael; Honorable Mention to James Francis Grillo.

Watt Prizes. In Elementary and Intermediate Algebra, Plane and Solid Geometry, Plane Trigonometry and Advanced Algebra. For Seniors. Awarded on the basis of a comprehensive examination covering the analytical work of secondary school Mathematics. $125, $75, $25, and books. First awarded 1954. Funded 1953 by J. Lester Parsons with the cooperation of William C. Ridgway, Jr., Class of 1925, and William C. Ridgway, 3d, Class of 1953, in memory of Frederick Ellsworth Watt, Instructor at Phillips Academy 1933-1951. Awarded 1963 to (1) David Lawrence Rockwood, (2) Keith Robert Hutchison, (3) Paul John Flory, Jr.

Tower Prize. For excellence in Analytic Geometry and the Calculus. A specially bound book in the field of Mathematics. First awarded 1954. Sustained by John W. Dixon, Class of 1924, in recognition of Oswald Tower, Instructor in Mathematics at Phillips Academy 1910-1949. Awarded 1963 to Walter Winne Stewart.

Winfield M. Sides Prize. For excellence in Mechanical Drawing. Awarded on the basis of proficiency in classroom work. $100 in cash and/or drawing equipment. Sustained by Donald A. Raymond, Jr., Class of 1932, in memory of Winfield M. Sides, Instructor in Mathematics at Phillips Academy 1919-1958. First awarded 1960. Awarded 1963 to Neil Macneale, III and Michael Broeker Meyer ($100 to be divided equally).

Joseph Award. For excellence in the area of Mathematics. To a member of the Senior Class. A gold medal and a book. First awarded 1960. Sustained by David Joseph, of New York City, in memory of his father, Bernard Joseph. Awarded 1963 to Stacy Guy Langton.

Scoville Prize. (*See Sciences.*)

SCIENCES

Scoville Prize. In the Physical Sciences or Mathematics. To a student or students for an original paper or project exhibiting creative thinking or ingenuity in the Physical

Sciences or Mathematics, preferably not in assigned course work. $50. First awarded 1959 by Anthony Church Scoville, Class of 1958, in memory of his grandfather, Herbert Scoville. Awarded 1963 to Jonathan Turk; Honorable Mention, William Lawton Hartman.

Wadsworth Prize. For excellence in Physics. To the student holding the highest rank in Physics for the year. $30. First awarded 1900. Funded 1952 by William S. Wadsworth, M.D., Class of 1887. Awarded 1963 to Tadataka Yamada.

Dalton Prize. For excellence in Chemistry. To the student holding the highest rank in Chemistry for the year. $65. First awarded 1915. Funded 1915 by Frederick Goodrich Crane, of Dalton, Massachusetts, Class of 1884. Trustee of Phillips Academy, 1912-1923. Awarded 1963 to John Holcombe Dewey.

Marsh Prize. For excellence in Biology. To a student who has been outstanding in interest and attainment in the Biological Sciences. $25. First awarded 1936. Sustained since 1950 by an anonymous donor in memory of Othniel C. Marsh, Class of 1851, one of the great paleontologists of his day. Awarded 1963 to James Charles Pinney.

Bausch & Lomb Honorary Science Award Medal. For exceptional progress in science studies. First awarded 1945. Awarded 1963 to Walter Winne Stewart.

Graham Prize. For excellence in Science. To that member of the graduating class attaining the highest average grade in ten hours of the natural sciences studied while at Phillips Academy. $1,000. First awarded 1946. Funded 1945 from a bequest of James C. Graham, Instructor in Science at Phillips Academy, 1892-1937. Awarded 1963 to Stacy Guy Langton.

Wadsworth Prize. For excellence in Biology. To the student holding the highest rank in Biology for the year. $30. First awarded 1953. Funded 1952 by William S. Wadsworth, M.D., Class of 1887. Awarded 1963 to Philip Thompson Aranow.

Department Prize. For excellence in Physics. To that student taking elementary physics who receives the highest grade on a prize examination. Books. First awarded 1956. Sustained by the Physics Department. Awarded 1963 to Michael Broeker Meyer.

Laboratory Prize. In Biology. To a student outstanding in interest and attainment in laboratory work in the biological sciences. $15. First awarded 1958. Sustained by the Biology Department. Awarded 1963 to Walter Winne Stewart.

MUSIC

Cutter Prize. For proficiency in orchestral, especially stringed instruments. $55. First awarded 1924. Funded 1925 by The Rev. C. F. Cutter, Class of 1871, in memory of his father, Charles Cutter, Class of 1840. Awarded 1963 to David Robert Knapton.

Poynter Prize. To that member of the Phillips Academy Choir who, in the judgment of the Choirmaster, has been the most useful member of that organization. $30. First awarded 1945. Funded 1943 by Horace Martin Poynter, Class of 1896, and Mrs. Poynter, formerly of Andover, in memory of their son, Edward Pitkin Poynter, Class of 1940, who gave his life for his country in the aviation service in July, 1943. Awarded 1963 to Donald Montgomery Engvall.

Jones Prize. To that member of Phillips Academy Orchestra who, in the judgment of the Director of Music, has been the most useful member of that organization. $25. First awarded 1946. Funded 1945 by Edward T. Jones, in memory of his son, Ainsworth B. Jones, Class of 1939, who gave his life for his country in the aviation service in July, 1943. Awarded 1963 to Paul Alan Ruskin.

Collier Prizes. For proficiency in the playing of the piano. $25. First awarded 1947. Funded 1946 by Mrs. Milton Collier and I. Alfred Levy, in memory of Milton Collier. Awarded 1963 to David Leonard Wilkinson Newsholme.

Fuller Music Prize. To a musical student who, irrespective of need, has demonstrated high character and special musical aptitude. The recipient will assume responsibility for playing the carillon in the Memorial Tower. $350. First awarded 1951. Funded 1959 by Samuel Lester Fuller, Class of 1894. Awarded 1963 to William Randolph Bourne.

BAND PRIZE. To that member of the Phillips Academy Band who, in the judgment of the Director of Music, has been the most useful member of that organization. $25. First awarded 1953. Sustained in memory of Herbert V. Kibrick, Class of 1934, by his wife. Awarded 1963, $50 to Richard Longfellow Vaughan.

ART

MORSE PRIZE. To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. $25. First awarded 1932. Funded 1942 by Winslow Ames, Class of 1925, in honor of Samuel Finley Breese Morse, Class of 1805. Awarded 1963 to Eric Lovell Heyworth.

THOMPSON PRIZE. For improvement in drawing and painting. $25. First awarded 1932. Funded 1955 by Mrs. Frances Thompson Heely, in memory of her brother, Augustus Porter Thompson, 3d, Class of 1928. Awarded 1963 to William Allan Kane.

ADDISON GALLERY ASSOCIATES PRIZE. To a student who has distinguished himself in art as well as in other activities. $25. First awarded 1941. Sustained by the Addison Gallery Associates. Awarded 1963 to Tadataka Yamada.

JOHN ESTHER GALLERY PRIZE. To the student who has shown through his work the clearest understanding of art. $25. First awarded 1943. Awarded 1963 to Eric Craig Moody.

ATHLETICS

FACULTY GOLF CUP. To the winner of the Varsity Golf Squad competition. Winner's name inscribed on Cup. Presented 1927 by the Faculty of Phillips Academy. First awarded 1927. Awarded 1963 to Christopher Jude Gurry.

KILPATRICK TROPHY. To the winner of the Andover versus Exeter track meet. A bowl. Winner's name inscribed on bowl, to be held for one year by the winning Academy. Replica to the captain or co-captains of the winning team. Trophy presented 1938 by John Reed Kilpatrick, Class of 1907, and replicas sustained by him. First awarded 1938. Awarded 1963 to the Phillips Exeter Academy.

SCHUBERT AWARD. To a member of the Senior Class who has excelled in varsity athletics and who has best exemplified the qualities of sound character, cheerfulness, and good sportsmanship on the athletic field. A gold medal, and winner's name inscribed on a plaque. Funded 1951 by the Eta Delta Phi Society, in memory of Edmund John Schubert of the Physical Education Department. First awarded 1944. Awarded 1963 to Roger Preston Farrar.

BANTA TROPHY. To be awarded annually to that member of the Varsity Tennis Team who shows the best sportsmanship, leadership, and character throughout the season. Established 1953 by the Tennis Team of Phillips Academy, in honor of their coach, Cornelius Gordon Schuyler Banta. Awarded 1963 to John Lewis Morrison.

CROSS COUNTRY CUP. To the member of the Cross Country Team who during the season has displayed outstanding sportsmanship, performance, and team spirit. Winner's name inscribed on Cup. Presented 1952 by the members of the cross country squad in honor of their coach, Norwood Penhose Hallowell. First awarded 1953. Awarded 1963 to Richard Turner Howe.

BASKETBALL TROPHY. To the club basketball player who has contributed most to club basketball. Winner's name inscribed on trophy. Presented 1953 by the members of the Varsity Basketball Team. First awarded 1953. Awarded 1963 to Dennis Michael Farrell.

FAGAN SQUASH RACQUETS TROPHY. To the winner of the Fagan Trophy Tournament. Winner's name inscribed on Trophy. Presented in 1954 by Charles Aloysius Fagan, III. Class of 1954, in honor of his father, Charles Aloysius Fagan, Jr. First awarded 1954. Awarded 1963 to Jose Raul Gonzalez.

Lacrosse Trophy. To the lacrosse player, excluding the captain, who through enthusiasm and love for the sport has inspired his teammates with the will to win. Winner's name inscribed on trophy. Presented in 1954 by the members of the lacrosse squad in honor of their coach, John Richard Lux. First awarded 1954. Awarded 1963 to Gerald Allen Liles.

Smith Hockey Cup. To a member of the hockey team, exclusive of the captain, who is in good scholastic standing and who during his association with hockey has contributed most to the sport and to the school by representing its ideals through sportsmanship, endeavor, and ability. A silver cup. Funded 1954 by Sumner Smith, Class of 1908. First awarded 1954. Awarded 1963 to William Stanley Smoyer.

Crew Cup. To the student who has contributed most in the way of team spirit and sportsmanship to the crew. Winner's name inscribed on cup. Presented 1955 by the members of the rowing squad, in honor of their coach, William Hayes Brown, Class of 1934. First awarded 1955. Awarded 1963 to Gordon Alfred Hardy, Jr.

Track Trophy. To the member of the winter and spring varsity track squad who exhibits outstanding character and will to win. Winner's name inscribed on trophy. Presented by the members of the 1955 winter and spring track squads in honor of their coach, Stephen Stanley Sorota. First awarded 1955. Awarded 1963 to Jeffrey George Huvelle.

Press Club Trophy. To the student who has proved through his performance on the athletic fields to be the most capable athlete of the whole year. Winner's name inscribed on trophy and winner receives replica of trophy. Trophy presented 1956 by the members of the Press Club of Phillips Academy and replicas sustained by the club. First awarded 1956. Awarded 1963 to John Lewis Morrison.

Sheridan Medal. To the student who has contributed most to the intramural athletic program. A gold medal. Funded 1956 by bequest of Fannie J. Sheridan, in memory of her grandson, Harold Joseph Sheridan, Jr., Class of 1943, who gave his life for his country as a member of the United States Marine Corps in September 1944. First awarded 1957. Awarded 1963 to Joseph Daniel Dupcak.

Football Trophy. To the two members of the Junior Varsity 1 Team who contributed most to Andover football below the Varsity level. Presented in 1955 by the members of the Junior Varsity 1 Football Team. Awarded 1963 to (1) Michael Cabell Francisco and (2) Mark Russell Blankenship.

Richard S. Pieters Varsity Wrestling Award. To that member of the Varsity Team, excluding the Captain, who demonstrates throughout the season outstanding ability and enthusiasm for the sport. Winner's name inscribed on plaque. Awarded 1963 to Franklin Chalmers Nevius, Jr.

Peter Q. McKee Ski Bowl. Awarded annually to a member of the Varsity Ski Team who has contributed the most to the team and to the sport of skiing. Winner's name inscribed on bowl. Awarded 1963 to John Foster Meck, III.

Raymond T. Tippett Memorial Award. Awarded annually to a senior member of the varsity football or baseball team whose loyalty, courage and modesty exemplify the character of Ray Tippett and the best traditions of Andover athletics. Established in 1962 by members of the class of 1945 for a prize in memory of their classmate, Raymond T. Tippett. Winner's name inscribed on plaque. Awarded 1963 to Jonathan Angell Stableford.

OTHER PRIZES

Aurelian Honor Society Prize. To a member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. Books. First awarded 1936. Sustained by the Aurelian Honor Society. Awarded 1963 to John Alexander Butler Faggi, Jr.

Ayars Prize. To a member of the Senior Class who, through worth, perseverance and seeking after excellence, has created for himself a position of respect and admiration in the school community. $50. First Awarded 1956. Funded 1957 by Mr. and Mrs. James S. Ayars, in memory of their son, James Sterling Ayars, Jr., Class of 1949. Awarded 1963 to Daniel Lee Johnson, Jr.

Bierer Prize. To a student who is outstanding in character and personality. $25. First awarded 1944. Sustained by Eugene S. Bierer, Class of 1943. Awarded 1963 to William Stanley Smoyer.

Butler-Thwing Prize. To the member of the Junior Class with highest marks in entrance examinations. $30. First awarded 1915. Funded 1918 by Capt. Francis Butler-Thwing, Class of 1900. 1963 no award.

Faculty Prize. To that member of the graduating class who during his Senior year attained the highest academic average. $100. First awarded 1912. Funded 1923 by Sanford H. E. Freund, Class of 1897, and increased in 1955 by his sister, Miss Camille E. Freund. Awarded 1963 to Stacy Guy Langton.

Federation of Harvard Clubs Prize. To an outstanding member of the Upper Middle Class who combines excellence in scholarship with achievement in other fields. A book. First awarded in 1911. Sustained by the Harvard Club of Andover. Awarded 1963 to Jeffrey George Huvelle.

Fuller Prize. To a member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. First awarded 1912. Funded 1959 by Samuel Lester Fuller, Class of 1894. Awarded 1963 to Richard Waldo Clapp.

Hopper Prize. To a student worker in the Commons who is outstanding in industry, cooperation, and unselfishness. $100. First awarded 1954. Funded 1953 by friends of Henry Hopper who, for thirty-eight years, served Phillips Academy with industry, cooperation, and unselfishness. Awarded 1963 to Mark Leroy Van Cott and Winston Rogers Williams ($100 to be divided equally).

Improvement Prize. To a member of the Senior Class who has been a student at Andover for at least two years and who has shown the greatest development of character and scholarship. $100. First awarded 1941. Sustained by a member of the Class of 1916. Awarded 1963 to Eric Lovel Heyworth.

Keyes Prize. To a boy, who in his Lower Middle year shows outstanding qualities of character, leadership, scholarship and athletic ability. $50. Funded 1958 by Langley C. Keyes, Class of 1920. First awarded 1959. Awarded 1963 to Daniel Warren.

Kingsbury Prize. To a student of outstanding character, who, in the judgment of the headmaster is especially distinguished for perseverance and resolution. $100. First awarded 1943. Funded 1945 by Dr. and Mrs. John A. Kingsbury, in memory of their son, John Adams Kingsbury, Jr., Class of 1934. Awarded 1963 to Dennis Michael McCullough.

Library Prizes. For the best student libraries collected. $30 and $15. Sustained by the Friends of Oliver Wendell Holmes Library since 1956. Awarded 1963 to (1) Eric Craig Moody, (2) Thomas Eliot Weil, Jr.

Lord Prize. To a Senior who during his residence at Phillips Academy has displayed in his daily actions and personal contacts a genuinely fine character. A selection of books. First awarded 1947. Sustained by Mason Faulconer Lord, Class of 1944. Awarded 1963 to Louis Wiley, Jr.

Phillipian Prize. For outstanding service rendered to the *Phillipian*. $50. First awarded 1931. Funded 1931 by James Q. Newton, Class of 1929, and Business Manager of the *Phillipian* during his Senior year. Awarded 1963 to James Kingsbury Brown.

Redpath Prizes. For the most interesting libraries of paperback books collected by students. $30, $15 and $10. First awarded 1960. Sustained by Robert U. Redpath, Jr., Class of 1924, in memory of his parents. Awarded 1963 to (1) Jeremy William Heist, (2) Matthew Warren Hall, V, (3) Arthur Durham.

Schweppe (Richard Jewett) Prize. To a member of the Senior Class in recognition of an unusual spirit of cooperation and friendliness. $100. First awarded 1947. Funded 1946 by Mrs. Richard J. Schweppe in memory of her husband, Richard Jewett Schweppe, Class of 1896. Awarded 1963 to Joseph Ward McGirt.

Stearns Prize. In honor of Dr. Alfred E. Stearns, Class of 1890. Headmaster of Phillips Academy 1903-1933, to a student who, through conscientious effort, high ambition and courage, outstanding character and excellent deportment, has made Phillips Academy a better and more friendly place in which to live. $100. First awarded 1951. Supported, beginning in 1959, by the Roger C. Sullivan Fund, established in 1921 by Boetius H. Sullivan, Class of 1905. Awarded 1963 to Tadataka Yamada.

Abbot Stevens Prize. To a member of the Senior Class, upon recommendation of the faculty, who through his character and leadership has made a significant contribution to the Academy and to his classmates. $100. Funded 1959 by Mrs. Abbot Stevens, in memory of her husband, Abbot Stevens, Class of 1907. Awarded 1963 to Matthew Warren Hall, V.

Stiles Prize. To the member of the Upper Middle Class whose judgment and loyalty to the school have been exemplary. $50. First awarded 1960. Funded 1960 by Mrs. Russell Stiles, in memory of her husband, Class of 1908, and his father, Sumner Burritt Stiles, Class of 1872. Fund increased 1960 by her son, William S. Stiles, Class of 1942, and David Stiles, Class of 1936. Awarded 1963 to Daniel Sheldon Cooper.

Sullivan Prizes. To those members of the Senior, Upper Middle, Lower Middle, and Junior Class who made the greatest improvement in scholarship during the previous school year. Four prizes of $200 each, awarded in the fall. First awarded 1921. Funded 1921 by Boetius H. Sullivan, Class of 1905, in memory of his father, Roger C. Sullivan. Awarded 1962 to Senior Robert Jewell Klahn, Jr., Upper Daniel Ellis Boxer, Lower Gary Michael MacElhiney, Junior Thomas Joseph Doherty, Jr.

Van Duzer Prizes. Two prizes of $350 each, awarded as outlined below. (a) Andover-Harvard. "The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time." Awarded 1962 to John Burt Foster, Jr. (b) Harvard-Andover. "The income is available for a graduate of Phillips Academy during his Freshman year in Harvard College, the award based on high scholarship, to be announced at the close of the recipient's Senior year in the school." Awarded 1962 to Alexis Plato Malozemoff. First awarded 1912. Funded 1928 from a bequest of Henry S. Van Duzer, Class of 1871.

Warren Prize. To a member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the faculty. $50. First awarded 1926. Funded 1925 by Frank Dale Warren, Jr., Class of 1915, in memory of his father, Class of 1879. Awarded 1963 to Jonathan Peter Strang.

Wells Prize. To a member of the Junior Class who has displayed the outstanding qualities of loyalty, perseverance, and sterling character which characterized the boy in whose memory the prize is given. $50. First awarded 1953. Sustained by Mr. and Mrs. J. Brent Wells, in memory of their son, Anthony Peters Wells, admitted to the Class of 1956. Awarded 1963 to James Wyper, III.

Yale Bowl. To that member of the Senior Class who has attained the highest proficiency in scholarship and athletics. First awarded 1902. Sustained by the Yale Club of Boston. Awarded 1963 to John Lewis Morrison.

SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

*Hon. William Phillips (1795; 1804). Begun with a gift from Hon. William Phillips and increased by his bequest of $4,000	$ 4,633.33
*Students' Educational Fund (1854). Begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of $1,000 from Edward Taylor, Treasurer of Phillips Academy, 1868-1889	7,762.64
*Samuel Farrar (1865). Bequest of Samuel Farrar, 1803, Treasurer of Phillips Academy, 1808-1840. (A part of this fund is for other purposes.)	22,000.00
*Jane Aiken Clarke (1870). James G. Clarke, Class of 1839, in memory of his mother	1,200.00
†Peter Smith Byers (1878). John Byers, Class of 1848, in memory of his brother, Class of 1847	500.00
*Class of 1878 (1878). Senior Classical class	1,200.00
†Jonathan Taylor (1878). Edward Taylor, Treasurer of Phillips Academy, 1868-1889, in memory of his father	1,000.00
*Hiram W. French (1879), Class of 1839	1,000.00
*Caroline Parker Taylor (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, Principal of Phillips Academy, 1838-1871	1,000.00
*Gerard Sumner Wiggin (1882). Bequest of Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, Class of 1875	1,000.00
*Stone Educational Fund (1882). Mrs. Valeria G. Stone of Malden	26,400.00
*Richards (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the Treasurer's Office of Phillips Academy, and Edward Stanley Richards, Class of 1875	1,450.14
*Warren F. Draper (1890), Class of 1843	1,000.00
‡Charles L. Flint (1890). Bequest of Charles L. Flint, Class of 1845	5,000.00
*Henry P. Haven (1890). Trustees of Henry P. Haven estate, of New London, Conn.	1,000.00
*Emma Lane Smyth (1890). Gov. Frederick Smyth, of New Hampshire, Class of 1839, in memory of his wife	1,000.00
*James and Persis Taylor (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother	1,000.00
*Joseph Dowe (1892). Bequest of Joseph Dowe, Class of 1817	3,097.98
†John Cornell (1894). Bequest of John Cornell. Recommended by the School Committee of Andover	5,000.00
*James Calvin Taylor (1895). Mrs. Mary E. Fairbanks, in memory of her brother, Class of 1840	1,000.00
*Mary W. Holbrook (1900)	500.00

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.
‡ For general scholarship aid; preference to boys from Middleton.

*Carter (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter 1,500.00

*Herman Verhoeff Hartwell (1907; 1926). Mr. and Mrs. Frank N. Hartwell, in memory of their son, Class of 1908 5,000.00

*George Ripley (1908). Bequest of George Ripley 2,500.00

†T. Augustus Holt (1909). Bequest of T. Augustus Holt 26,003.24

*James Huntington (1910; 1931). The widow and daughter of James Huntington, Class of 1848 2,000.00

*Allan Morse Penfield (1913). Bequest of Allan Morse Penfield, Class of 1904 1,000.00

*George B. Knapp (1914). Katharine Knapp estate, in memory of her brother, Trustee of Phillips Academy, 1899-1919 5,000.00

*Thomas A. Emerson (1917). Rev. Thomas A. Emerson, Class of 1859, and Mrs. Emerson 2,000.00

Robert Henry Coleman (1919). Mrs. John Coleman, in memory of her son, Class of 1912, who died in the military service of the United States, 1918 6,000.00
"The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school."
Awarded 1962-1963 to Ralph John Swanson, III.

George Xavier McLanahan (1919). His mother and sister, in memory of George Xavier McLanahan, Class of 1892 10,000.00
"The income is used annually for the assistance of a worthy student or students of limited means."
Awarded 1962-1963 to Eric Little Heyworth.

Gordon Ferguson Allen (1920; 1957). James F. Allen, of Meriden, Conn., and his sons, Parker B. Allen, Class of 1914, and Theodore F. Allen, Class of 1915, in memory of Gordon Ferguson Allen. Increased in 1957 by Theodore F. Allen 10,000.00
"The income is awarded annually to a deserving student of character and promise and of limited means."
Awarded 1962-1963 to Peter George Pappas.

*Rev. William Henry and Ellen Cary Haskell (1920; 1936). Rev. William Henry Haskell, Class of 1856, and his five sons, Classes of 1883, 1888, 1890, and 1895 3,000.00

*Harriet L. Erving (1922). Bequest of Miss Harriet L. Erving, of Andover, for thirty years assistant in the Treasurer's Office 1,500.00

*Samuel M. Evans (1922). Class of 1887. (A part of the fund is for other purposes.) 2,000.00

Charles C. Clough (1923). Princeton University classmates and friends of Charles C. Clough, Class of 1906 5,000.00
"The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established."
Awarded 1962-1963 to Robert Osgood Chessman.

*Frank Butler Walker (1923). Bequest of Mrs. Mary C. B. Walker, in memory of her son, Class of 1889 1,425.00

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.

*Abraham B. Coffin (1924). Bequest of Abraham B. Coffin, Class of 1852 — 2,000.00

Alfred Howlett Durston (1926). Marshall H. Durston, Class of 1900, in memory of his brother, Class of 1897 — 5,000.00
"The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence."
Awarded 1962-1963 to Carlton Eugene Clark.

Smith Lewis Multer, Jr. (1926). Smith Lewis Multer, in memory of his son, Class of 1923 — 5,000.00
"The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school."
Awarded 1962-1963 to Sean Kevin Kennedy.

*Amasa J. Whiting (1927; 1955). Bequest of Mrs. May C. W. Speare, in memory of her father — 5,159.50

*James H. Haste (1930; 1933-34; 1944). Bequest of James H. Haste, Class of 1894 — 241,074.18

William Thompson Reed Memorial (1930; 1957). His father and mother and members of his family, in memory of William Thompson Reed, Class of 1929 — 12,565.34
"The income is awarded annually to a student of character and promise at the beginning of his Senior year."
Awarded 1962-1963 to Jan Philip Askman.

*Henry Waldo Greenough (1931; 1937). Bequest of Henry Waldo Greenough, Class of 1889 — 2,000.00

*Moncrieff M. Cochran (1932). Bequest of Moncrieff M. Cochran, Class of 1900 — 2,500.00

*Bancroft (1933). Bequest of Cecil K. Bancroft, Class of 1887, Registrar of Phillips Academy 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth Principal of Phillips Academy — 2,000.00

Schuyler Bussing Serviss Memorial (1936). Mrs. Charlotte B. Serviss, in memory of her son, Class of 1898 — 5,000.00
Awarded 1962-1963 to Richard Henry Bell, Jr.

*Osgood Johnson (1937). Bequest of Helen O. Sprague, in memory of her grandfather, Principal 1833-37, and her father, Class of 1848. For New England-born students — 500.00

†David and Lucy Hayward Shaw (1939). Bequest of Lucy Hayward Shaw (Mrs. David) — 10,000.00

Augustus Porter Thompson (1942). Mrs. Augustus P. Thompson, of Andover, in memory of her husband, Class of 1892 — 5,000.00
"The income is awarded annually to a boy who, in the judgment of the Headmaster, is outstanding in intelligence and character."
Awarded 1962-1963 to Donald Martin MacFarlane.

*Sumner Smith (1943), Class of 1908. Balance of income after the Smith Hockey Cup (see page 82) — 1,142.31

Julia E. Drinkwater Memorial (1944-56). Arthur Drinkwater, Class of 1896, and William Drinkwater, Class of 1900, in memory of their mother — 10,443.12
"The income is awarded annually to deserving students of character and promise and limited means."

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.

Income from the William Drinkwater Fund currently added to that of this fund.
Awarded 1962-1963 to Larry Bonney Hunt and Joseph Charles Belforti.

CHARLES W. CARL (1944-46; 1950-53; 1955-56), Class of 1910 25,000.00
"Income to be used during his Senior year by an outstanding student who is a member of an Academy athletic team, and who, in a previous year, has received other scholarship aid from the Academy and has indicated his intention to enter Yale University."
Awarded 1962-1963 to Frank Dwight Stephens, III, and Ernest John Schaefer.

*LOUIS S. OWSLEY (1944-1946; 1948-1949). Bequest of Louis S. Owsley, Class of 1890. Income partially subject to an annuity; balance for scholarships and special educational purposes 427,319.72

RICHARD STRONG FOXWELL (1945). Mrs. Gilbert M. Foxwell, in memory of her son, Class of 1922 2,500.00
"Income to be awarded annually to a deserving student of limited means to meet the regular expenses of the school."
Awarded 1962-1963 to David Vaughn Bowen.

*ARTHUR L. KERRIGAN (1945), Class of 1915 2,500.00

*ABBOTT STEVENS (1945-46), Class of 1907. Trustee 1935-58; Treasurer 1949-58 20,000.00

HERBERT E. STILWELL (1945; 1954). Mr. and Mrs. Charles E. Stilwell, of Cleveland, Ohio, in memory of their son, Class of 1941, who was lost in the English Channel on a mission during the war 19,720.17
"Income to be awarded annually to a student of limited means who, in the judgment of the Headmaster, gives evidence of those qualities of character, initiative, leadership and loyalty which contribute to real American citizenship."
Awarded 1962-1963 to William Allan Kane.

*CECIL K. BANCROFT (1946). Bequest of Mary E. Bancroft, in memory of her brother, Class of 1887, Registrar and Instructor at Phillips Academy, 1906-1932 3,000.00

*LEONARD A. HOCKSTADER (1946), Class of 1896 2,500.00

MOSES AUSTIN CARTLAND SHACKFORD (1946). Professor Martha Hale Shackford, of Wellesley, Mass., in memory of her brother, Class of 1891 5,000.00
"Income to be awarded annually to a boy of good character and of limited means, preferably from New Hampshire and preferably pursuing a classical course."
Awarded 1962-1963 to Arthur Nicholas Mayers.

MACINTYRE (1946-47; 1951). John Livingston Macintyre, of the Class of 1942, Mrs. John L. Macintyre, and Mr. and Mrs. Mackenzie Macintyre, of Aurora, Ill., in memory of Mackenzie Macintyre's parents 12,100.34
"Net income is awarded annually to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship, qualities of leadership and wholesome influence in the general activities of the school."
Awarded 1962-1963 to Peter Charles Johnson.

*ROBERT D. MILLS (1947). Bequest of Robert D. Mills, Class of 1893 500.00

†GEORGE F. ROBERTS (1948). Bequest of Mary A. Roberts 2,000.00

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.

RAY A. SHEPARD (1949-1950; 1953; 1960-61). Friends of Ray A. Shepard, Athletic Director of Phillips Academy, 1919-1949 2,630.35
"The income is awarded annually to a boy of limited means who has shown evidence of excellent character and marked ambition."
Awarded 1962-1963 to Charles Richard Lakin.

SUISMAN FOUNDATION (1949-50; 1953; 1955-56). The Suisman Foundation, Inc., Edward A. Suisman, John R. Suisman, Class of 1955, Michael Suisman, Class of 1947, and Richard Suisman, Class of 1950 15,000.00
"Income is to be awarded annually to a student selected by the Scholarship Committee."
Awarded 1962-1963 to Stephen Vigneron Spare.

*NEWTON-HINMAN (1950). Ahlers Association, in honor of Frederick E. Newton, Class of 1893, and George W. Hinman, Class of 1894, former instructors at Phillips Academy and faculty guardians of the PBX Society 22,243.17

*SOCIETY SCHOLARSHIPS. The following funds for scholarship purposes were established through the generosity of the Secret Societies at the time of their dissolution.

*AGC SOCIETY (1950). The Rogers Associates, Inc. 24,461.94
Balance of income after the Benner Prize (see page 77)

*AUV SOCIETY (1950). AUV Corporation 35,000.00
*EDP SOCIETY (1950). The Eta Delta Phi Society 5,000.00
Balance of income after Schubert Award (see page 81)

*FLD SOCIETY (1950; 1956). The Davison Associates, Inc. 18,115.14
*KOA SOCIETY (1950). The Blodgett Association 35,176.17
*PAE SOCIETY (1950). The Cooley Association 35,000.00
*PBX SOCIETY (1950). (See Newton-Hinman, above)
*PLS SOCIETY (1950). Phi Lambda Sigma Association 17,000.00

*ANONYMOUS (1951) 1,000.00

RICHARD JEWETT SCHWEPPE MEMORIAL (1951-53; 1957-58). Mrs. Richard J. Schweppe, in memory of her husband, Class of 1896 38,000.00
"Income for a scholarship(s) to be awarded annually to a student who shows promise of leadership, responsibility and enthusiasm," and for a prize.
Awarded 1962-1963 to Richard Turner Howe and Tadataka Yamada.

*ISABEL C. MCKENZIE (1952). Bequest of Mrs. Isabel C. McKenzie 25,000.00

*AUV SOCIETY-JAMES C. GRAHAM MEMORIAL (1955). AUV Corporation, in memory of James C. Graham, instructor at Phillips Academy, 1893-1937 10,500.00

CHAUNCEY O'NEIL (1955-1959). Edward O'Neil, II, Class of 1927, in memory of his father, Class of 1899 27,000.00
"The income to be awarded annually to a boy or boys from Western Pennsylvania."
Awarded 1962-1963 to Peter Lowell Youngquist and Jonathan Angell Stableford.

HORACE MARTIN POYNTER (1955-59). His wife, Elsie P. Poynter, and his sisters, Juliet J. Poynter and Harriet R. Poynter, in memory of Horace Martin Poynter, Class of 1896, instructor at Phillips Academy 1902-1945. Income partially subject to an annuity 23,481.25
Awarded 1962-1963 to Arthur Verne Rogers, III.

* For general scholarship purposes.

*G. Louise and Nelson Robinson (1955; 1957). Bequest of Mrs. G. Louise Robinson de Dombrowski; and in memory of her uncle, Nelson Robinson — 890,395.57

Walter Brooks Memorial (1956). The Walter Brooks Foundation, in memory of Walter Brooks — 30,000.00

Hamilton (1956-1962). John D. Hamilton, Class of 1913, in memory of his father, J. D. M. Hamilton — 17,302.97
"The income is to be used to assist a boy or boys who may be in need of financial aid and who reside in the United States west of the Mississippi River."
Awarded 1962-1963 to Gerald Allen Liles.

Evert W. Freeman (1956-58). Bequest of Evert W. Freeman, Class of 1917 — 29,380.23
"The income to be awarded annually to a student who shows promise of substantial accomplishment, but who for the time being is in financial need."
Awarded 1962-1963 to Dennis Michael Kloepfer.

Joseph Kaplan (1956-59). Joseph Kaplan and other donors — 19,765.00
"The income is awarded annually at the end of the Senior year to a student, or students, of limited means for use in the freshman year at college, the award to be made with due regard to fine character and promise of adult usefulness."
Awarded 1962-1963 to Yaguba Amadou Jallow.

*Louis N. Bennett Memorial (1957-58). Bequest of Mrs. Josephine C. S. Blaisdell, in memory of her brother, Class of 1893 — 1,000.00

Alexander Angus McDonell, Jr. (1957-58). Mrs. Alexander Angus McDonell, in memory of her son, Class of 1935, who gave his life for his country as a member of the United States Air Force on June 20, 1944 — 21,435.06
Awarded 1962-1963 to James Charles Pinney.

*Putney (1957). R. Emerson Putney, Class of 1928 — 5,067.82

*Edmund B. Cabot (1957-61). Thomas D. Cabot — 9,230.93

William Drinkwater (1958). Bequest of William Drinkwater, Class of 1900. Unrestricted. Income currently added to that of the Julia E. Drinkwater Memorial Fund — 25,111.11

Indiana (1958-59). Bequest of James C. Thornton, Class of 1904. Preference to boys from Indiana. Income added to fund — 9,288.04

*Alfred O. Hitchcock, Jr. (1959). Bequest of Alfred O. Hitchcock, Jr., Class of 1895 — 600.00

*Helen Davis Hood (1959-60). Bequest of Helen Davis Hood (Mrs. Gilbert H.). Increased in 1960 by Gilbert H. Hood Memorial Fund — 6,000.00

May T. Morrison (1959). May T. Morrison Estate — 10,000.00
Awarded 1962-1963 to David Lawrence Rockwood.

*Henry Mann Silver (1959). Bequest of Henry Mann Silver, Class of 1868 — 4,206.46

William Madison Wood (1959-60). Cornelius A. Wood, Jr., Class of 1937, in memory of his grandfather. Income added to fund — 2,755.10

*Horace D. Bellis (1960). Bequest of Horace D. Bellis, director of gymnasium 1901-02 — 108,080.05

Harvey Dann (1960-61). Income added to fund — 752.91

*Francis F. Patton (1962). Bequest of Francis F. Patton, Class of 1908 — 5,000.00

* For general scholarship purposes.

ANNUAL GIFT SCHOLARSHIPS

Alan Fox Scholarship. "To be awarded each year in the amount of $500 to that boy in need of financial assistance who in the opinion of the faculty gives promise of attaining the same breadth of character and intellect as had the man in whose memory this scholarship is given." Sustained (since 1942) by Joseph C. Fox, Class of 1934, in memory of his father, Alan Fox, Class of 1899. Awarded 1962-1963 to Dennis Michael Farrell.

Philip B. Stewart Scholarship(s). $2,000. To be used for not more than two scholarships in the Senior class. Sustained (since 1959) by the Sarah Frances Hutchinson Cowles Fund, Inc., in memory of Phillip B. Stewart, Class of 1882. Awarded 1962-1963 to John Hansen Odden and Mark LeRoy Van Cott.

The New England Society in the City of New York. Award of $500 to a boy from New York Metropolitan Area. Sustained (since 1959) by The New England Society in the City of New York. No award.

ALUMNI REPRESENTATIVES

(Arranged alphabetically by state. Foreign countries at end of listing)

A personal interview is required of all candidates. Whenever possible, it is highly desirable that candidates come to Andover for a personal interview with the Director of Admissions, the Admissions Officer, or one of the Interviewing Officers. Candidates unable to visit Andover may themselves arrange an interview at a mutually convenient time with one of the Alumni Representatives listed below. A definite appointment for an interview, whether in Andover or elsewhere, should be arranged in advance. Candidates who would find it a real hardship to get to any of the centers listed should communicate with the Admissions Office about the possibility of seeing a Representative not listed below.

ALABAMA

Birmingham

ROBERT B. DONWORTH, JR., '42
White, Bradley, Aran, All & Rose
2100 Comer Bldg.

Huntsville

THOMAS J. KEEFE, '50
2906 Garth Rd., S. E.

Mobile

FRANK M. HICKS, JR., '41
P. O. Box 78

ALASKA

Anchorage

JOHN V. MUNROE, JR., '48
1814 Scenic Way

Juneau

CADMUS Z. GORDON, JR., '16
Box 2571

ARIZONA

Phoenix

HOWARD K. BROWN, JR., '31
405 Guaranty Bank Bldg.

Sahuarita

KEITH S. BROWN, '31
Box 8, Santa Rita Ranch

Tucson

JOHN S. GREENWAY, '42
1634 North Olsen Ave.

ARKANSAS

Little Rock

GEORGE M. HAMPTON, '25
502 Union National Bank Bldg.

MOSE SMITH, III, M.D., '48
7 Cantrell Road

CALIFORNIA

Davis

DONALD M. REYNOLDS, '38
Department of Bacteriology
University of California

Hollywood

RICHARD A. MOORE, '32
5746 Sunset Blvd.

La Jolla

WILLIAM T. ADAMS, '28
5911 Waverly Ave.

Los Angeles

OTIS CHANDLER, '46
Los Angeles Times
Times-Mirror Square

WALTER L. FARLEY, JR., '28
12300 1st Helena Drive

H. BURT REITER, '25
The Prudential Insurance Co.
5757 Wilshire Blvd.

Marysville

HAROLD S. EDWARDS, '28
770 Rameriz Rd.

Pacific Palisades

BENJAMIN H. DORMAN, '25
1515 San Remo Dr.

GEORGE E. MUMBY, '24
5001 College Ave.

San Francisco

JOHN P. AUSTIN, '32
Morrison, Foerster, Holloway, Shuman & Clark
Crocker Bldg.

HAMILTON W. BUDGE, '46
Brobeck, Phleger & Harrison
111 Sutter St.

SHERMAN CHICKERING, '29
111 Sutter St.

WILLIAM S. CREIGHTON, '39
2939 Divisadero St.

Santa Barbara

MANCEL T. CLARK, JR., '28
605 San Ysidro Rd.

COLORADO

Boulder

QUIGG NEWTON, '29
1202 University Ave.

Colorado Springs
CAPT. FRANK ZAGORSKI, '44
Quarters 4507 E
U. S. Air Force Academy
Denver
RICHARD M. DAVIS, '29
860 Gaylord St.
JOHN F. MALO, '40
2455 South Jackson St.
JOHN C. MITCHELL, 2nd, '34
2601 South Sheridan Blvd.
DAVID C. WILHELM, '38
740 High St.

DELAWARE
Wilmington
HON. CALEB R. LAYTON, III, '26
P. O. Box 46
EDWARD R. McLEAN, '34
E. I. duPont deNemours & Co., Inc.,
International Dept.

DISTRICT OF COLUMBIA
Washington
R. DENNISON COURSEN, '36
5410 Duvall Dr., N. W.
LAWRENCE C. DALLEY, JR., '45
1707 H St., N. W.
DAVID W. KENDALL, '20
Apt. 21, 2101 Connecticut Ave.

FLORIDA
Clearwater
WILLIAM H. FENN, '48
58 North Pine Circle, Belleair
Jacksonville
LAURENCE F. LEE, JR., '40
Peninsular Life Insurance Co.
Miami
D. PIERRE G. CAMERON, '21
Ransom School,
3575 Main Highway,
Coconut Grove
GUILLERMO E. GONZALEZ, JR., '50
3000 Northwest 73rd St.
DAVID J. WILLIAMS, II, '38
8540 S.W. 33 Terrace
Ponte Vedra Beach
ARTHUR W. MILAM, '45
P. O. Box 632
Sarasota
PARKER C. BANZHAF, '38
3435 Sea Grape Dr.

GEORGIA
Atlanta
HERBERT R. ELSAS, '28
3510 Paces Ferry Rd., N. W.
FRANK F. FORD, '32
1015 Chattahoochee Ave., N. W.
Columbus
M. C. JENNINGS, '36
Box 2121

HAWAII
Honolulu
NATHAN F. BANFIELD, II, '36
P. O. Box 3200
First Nat'l Bank of Hawaii
ANTHONY B. McCLELLAN, '54
2622 Laau Place

IDAHO
Lewiston
GEORGE F. JEWETT, JR., '45
320 21st Ave.

ILLINOIS
Chicago
GARDNER BROWN, '24
White, Weld & Co.
30 West Monroe St.
Lake Forest
BARRY C. PHELPS, '49
1699 Riverwoods Rd.
Moline
GEORGE T. FRENCH, '29
1105—24th Ave.
Northfield
W. NEWTON BURDICK, JR., '35
217 Dickens Rd.
Skokie
R. NEISON HARRIS, '32
9444 Skokie Blvd.
Peoria
CHARLES H. KELLOGG, '35
908 Stratford Dr.

INDIANA
Indianapolis
DAVID MOXLEY, '42
Kiefer-Stewart Co.
Capitol Avenue at George St.
C. PERRY GRIFFITH, '45
499 Forest Blvd.

IOWA
Davenport
ALAN S. HOWARD, '27
118 Ridgewood St.
Marshalltown
WILLIS K. BRAMWELL, JR., '44
411 Innes Blvd.

KENTUCKY
Anchorage
SAMUEL S. CALDWELL, JR., '29
Lincoln Lane
Louisville
WILLIAM H. ABELL, '28
Commonwealth Life Insurance Co.
4th and Broadway

LOUISIANA

New Orleans

C. Horton Smith, II, '28
108 Duplessis St.

Philip R. Toohey, '42
405 Hibernia Bank Bldg.

Shreveport

Donald A. Raymond, Jr., '32
1132 Erie St.

MARYLAND

Annapolis

H. Richard Duden, '43
Perry Farms

Baltimore

Henry R. Bourne, Jr., '57
2025 McElderry St.

Leonard M. Gaines, Jr., M.D., '45
213 South Tyrone Rd.

MICHIGAN

Ann Arbor

Charles H. Sawyer, '24
2 Highland Lane

Birmingham

Frederick G. Bahr, '47
1217 Washington Blvd.

Donald H. Parsons, '48
Emery, Parsons & Bahr
1100 N. Woodward

Detroit

William G. Butler, '30
3456 Penobscot Bldg.

George H. Hunt, Jr., '37
2238 Buhl Bldg.

Russell H. Lucas, '12
833 Penobscot Bldg.

Grosse Point Farms

Carlton M. Higbie, Jr., '35
93 Kenwood Road

MINNESOTA

Duluth

Robert S. Mars, '15
534 Comstock Ave.

C. Douglas Walker, '18
2131 Woodland Ave.

Minneapolis

Louis Polk, Jr., '49
General Mills, Inc.
9200 Wayzata Blvd.

A. Lachlan Reed, '35
Minneapolis-Honeywell Regulator Co.
2753 4th Ave., South

Arne L. Schoeller, '48
1924 James Avenue S.

J. Kimball Whitney, '46
Whitney Land Co.
907 First Nat'l Bank Bldg.

Wheelock Whitney, Jr., '44
Box 50, Route 5, Wayzata

MISSISSIPPI

Jackson

Donald K. Cameron, Jr., '48
California Oil Co.
P. O. Box 822

MISSOURI

Clayton

Eugene F. Williams, '42
21 St. Andrews Drive

Kansas City

Stephen W. Harris, '38
4700 Belleview

Richard H. Sears, '20
The Barstow School,
4950 Cherry St.

Raymond B. White, '08
928 Grand Ave., Room 1400

St. Joseph

Robert A. Brown, Jr., '49
Brown, Douglas and Brown
Tootle-Enright National Bank Bldg.

F. Gregg Thompson, Jr., M.D., '47
902 Edmond St.

St. Louis

Peter B. Hubbell, '50
5154 Westminster Place

John Shepley, '42
503 Locust St.

MONTANA

Billings

Lawrence Barker, '38
2620 Woody Dr.

Great Falls

Charles A. Bovey, '26
Box 1653

Philipsburg

F. William Vietor, '37
Rocking Chair Ranch

NEBRASKA

Omaha

Philip S. Kemp, '43
113 North 54th St.

James A. C. Kennedy, Jr., '33
1502 City National Bank

NEVADA

Deeth

William B. Wright, Jr., '50
Mary's River Ranch

Reno

Robert S. Kimball, 3d., '51
P. O. Box 3117

NEW MEXICO

Albuquerque

GREGORY H. ILLANES, JR., '38
Quinn & Co.,
200 2nd St.

ROBERT J. NORDHAUS, '27
6900 Rio Grande Blvd.

Santa Fe

WALTER M. MAYER, '15
P.O. Box 851

NEW YORK

Amsterdam

LEON H. YOUNG, '20
22 Summit Ave.

Buffalo

WALTER F. STAFFORD, JR., M.D., '38
24 Tudor Place

JOHN N. WALSH, JR., '39
85 Highland Ave.

Cazenovia

ROBERT B. SIMONTON, '50
Keating Rd.

Derby

THOMAS M. RODES, '54
Sturgeon Point Rd.

Ithaca

ANDREW SCHULTZ, JR., '32
631 Highland Rd.

Mamaroneck

BERNARD L. BOYLE, JR., '27
1120 Cove Road

New York City

BROMWELL AULT, '18
50 East 77th St.

PRESCOTT S. BUSH, JR., '40
Johnson & Higgins
63 Wall St.

NATHANIEL M. CARTMELL, JR., '42
McGraw-Hill Publishing Co.
330 West 42nd St.

WILLIAM R. ENGSTROM, '48
Harris & Partners
20 Exchange Place

JOSEPH C. FOX, '34
Kidder, Peabody & Co.
17 Wall St.

WILLIAM D. HART, '36
Parker, Duryee, Benjamin, Zunino
& Malone
1 East 44th St.

FRANK L. LUCE, JR., '27
300 Park Ave.

WILLIAM C. RIDGWAY, JR., '25
Crum & Forster Securities Corp.
110 William St.

J. ALEX SMITH, '18
McKinsey & Co.
60 East 42nd St.

JOHN P. STEVENS, III, '44
J. P. Stevens Co., Inc.
1460 Broadway

Rochester

BRUCE B. BATES, '49
87 Grosvenor Rd.

JOHN H. CASTLE, JR., '34
Wilmot Castle Co.
1777 East Henrietta Rd.

SAMUEL P. CONNOR, JR., '24
Amsden-Connor-Mitchell, Inc.
146 Broad St.

MARTIN H. DONAHOE, JR., '31
343 State St.

GORDON P. SMALL, '42
1237 Midtown Tower

Syracuse

WILLIAM O. AIKMAN, M.D., '42
1117 East Genesee St.

DAVID H. NORTHRUP, '32
205 DeWitt St.

NORTH CAROLINA

Charlotte

HOWARD SNOW, '21
2900 St. Andrews Lane

Durham

PEREGRINE WHITE, '29
39 Kinberly Drive

NORTH DAKOTA

Fargo

THOMAS L. POWERS, '20
1617 Seventh St., South

OHIO

Akron

WAYNE F. ANDERSON, '37
504 Delaware Ave.

Cincinnati

WILLIAM HAUSBERG, 2d, '32
2600 Willowbrook Dr.

RT. REV. HENRY W. HOBSON, '10
405 Albion St., Glendale

FLETCHER E. NYCE, '26
The Central Trust Co.

WILFORD L. ROMNEY, '19
7 Sylvan Ln., Wyoming

Cleveland

JAMES C. MILLER, II, '50
2347 Tudor Dr.

JAMES R. STEWART, '27
1144 Union Commerce Bldg.

Cleveland Heights

EDWARD BARTLETT, '25
2572 Stratford Rd.

Edward D. Yost, '47
3137 Fairfax Rd.

Dayton

Vernon E. Midgley, '42
Martin Company
131 N. Ludlow St.

Gates Mills

George Oliva, Jr., '39
West Hill Drive

Granville

George W. Chessman, '37
Briarwood Rd.

OKLAHOMA

Bartiesville

Carl M. Elkan, '35
3501 Woodlawn Rd.

Oklahoma City

John H. Edwards, '22
2205 Liberty Bank Bldg.

Tulsa

Reginald D. Barnes, '32
2020 East 38th St.

James M. Bird, '35
Box 1590
c/o Seismograph Service Corp.

OREGON

Eugene

Frederick W. Hayes, '45
445 Lariat Dr.

Portland

Broughton H. Bishop, '45
Pendleton Woolen Mills
218 S. W. Jefferson St.

Edmund Hayes, Jr., '44
4256 S. W. Patrick Place

Frederick J. Kingery, M.D., '45
1918 N. W. Johnson St.

PENNSYLVANIA

Allentown

Charles D. Snelling, '49
2949 Greenleaf St.

Chambersburg

John M. Sharpe, Jr., '46
851 Middle St.

Indiana

Joseph N. Mack, '44
Farmers Bank Bldg.

Philadelphia

Henry R. Hallowell, '39
12 South 12th St.
c/o Gray & Rogers

James M. Mead, '47
31 East Springfield Ave.

Tolbert N. Richardson, Jr., '27
B. Franklin Eshleman Co.
3 Penn Center Plaza

Amory M. Sommaripa, M.D., '48
137 W. Springfield Ave.

Pittsburgh

Robert S. Kimball, Jr., '27
136 Beech St.

Edward O'Neil, '27
P.O. Box 1692

John M. Phillips, Jr., '30
Phillips Corp.
700 Clairton Blvd.

Scranton

W. Lawson Chamberlin, '34
Chamberlin & Clarke
Northeastern Nat'l Bank Bldg.

Waverly

James W. Vipond, '30
Waverly Dalton Rd.

Wayne

Robert Schafer, '29
730 Mancill Rd.

SOUTH CAROLINA

Charleston

McColl Pringle, '33
E. H. Pringle & Co.

Columbia

John R. Craft, '29
Columbia Museum of Art
Senate & Bull Sts.

Spartanburg

Harry J. Groblewski, '36
Spartanburg Day School

SOUTH DAKOTA

Porcupine

Rev. George P. Pierce, '49
Pine Ridge Indian Reservation

Sioux Falls

Hiram G. Ross, '21
Box 423

TENNESSEE

Knoxville

John Muldowny, '44
University of Tennessee
Dept. of History

Memphis

Henry Loeb, III, '39
365 Colonial Rd.

Nashville

Robert L. Gwinn, '29
1719 West End Drive
Brush, Hutchinson & Gwinn

TEXAS

Amarillo

Edward L. Roberts, '06
2211 Harrison St.

Dallas
N. Bruce Calder, '41
9211 Guernsey Lane
William F. Neale, Jr., '44
1010 Hartford Bldg.
John R. Sears, '36
Republic Nat'l Bank of Dallas
El Paso
John D. Mason, Jr., '42
4208 No. Stanton St.
Fort Worth
Edwin S. Ryan, '49
1700 Catalina Dr.
Houston
George H. W. Bush, '42
1701 Houston Club Bldg.
Lovett C. Peters, '32
P.O. Box 2197
San Antonio
John M. Bennett, Jr., '27
417 West Dewey Place

UTAH
Ogden
Roderick H. Browning, '44
2641 Washington Blvd.
Salt Lake City
Lincoln D. Clark, M.D., '42
156 Westminster Ave.
C. Chauncey Hall, M.D., '41
2652 East 6200 South

VIRGINIA
Charlottesville
Gardner W. Smith, M.D., '49
105 Cresap Rd.
McLean
Herbert Scoville, Jr., '33
101 Old Georgetown Pike
Norfolk
Jere A. Klotz, M.D., '41
6412 Whittier Dr.
Richmond
Thomas Walker, M.D., '28
Richmond Memorial Hospital
1300 Westwood Ave.

WASHINGTON
Bellevue
Walter S. Kimball, M.D., '30
3407 76th Ave. N. E.
Evergreen Point
Seattle
Lucius H. Biglow, Jr., '42
1900 Washington Bldg.
Pendleton Miller, '28
711 Central Bldg.
Holt W. Webster, '39
2000 12th Ave., East
Spokane
Samuel L. Galland, '25
2414 West Second Ave.
Tacoma
Howard S. Reed, '45
P.O. Box 1645
Weyerhaeuser Timber Co.

WEST VIRGINIA
Charleston
William A. Pugh, '39
15 Grosscup Rd.
Wheeling
Marshall T. Gleason, Jr., '33
Shawnee Hills

WISCONSIN
Madison
Professor Williams L. Sachse, '30
1105 Waban Hill
Milwaukee
Robert A. Uihlein, Jr., '34
235 West Galena St.
Racine
John H. Batten, 3d, '31
Twin Disc Clutch Co.
1328 Racine St.

WYOMING
Casper
J. A. Padon, Jr., '39
213 Cottman Bldg.
Laramie
Very Rev. Otis G. Jackson, '20
Box 963
Story
Maurice Leon, Jr., '42
Box 225

BERMUDA
Hamilton
Hugh C. Masters, '40
Box 139

BRITISH CROWN COLONY
Hong Kong
Kenneth K. Chun, '44
4/4 A Des Voex Road, Central
Malayan Insurance Co.

CANAL ZONE
Balboa
Robert J. Boyd, Jr., '48
Box 2013

COLOMBIA
Bogota
William Adams, III, '44
First Nat'l City Bank of New York
Apartado Aereo No. 4134

ENGLAND
London
LAURENCE W. M. VINEY, '38
44 Great Queen St., W.C. 2

FRANCE
Paris
CHARLES C. DE LIMUR, '40
Bankers Trust Co.
16 Place Vendome
Seine et Oise
PATRICK G. NOLLET, '51
28 Rue des Sablons
La Celle Saint Cloud

GUATEMALA
Guatemala City
JOHN L. WHITBECK, '40
4A Ave. Sur 14

MEXICO
Mexico City
WILLIAM H. HATHEWAY, '41
Rockefeller Foundation
Calle Londres 40

PUERTO RICO
San Juan
RICARDO A. GONZALES, '53
Box 2272

SWITZERLAND
Geneva
ROBERT A. MARTIN, '50
35 ave. de Budé

VENEZUELA
Caracas
ALBERTO J. VOLLMER, '42
Edf. Polar-piso 13
Plaza Venezuela

STUDENTS—1962-63

GEOGRAPHICAL REPRESENTATION

Alaska	1	Mississippi	2	Africa	1
Arkansas	4	Missouri	4	Australia	1
California	27	Nebraska	8	Austria	1
Colorado	1	New Hampshire	6	Brazil	1
Connecticut	95	New Jersey	51	Canada	7
Delaware	2	New Mexico	2	China	1
District of Columbia	8	New York	137	Ecuador	1
Florida	17	North Carolina	17	England	3
Georgia	2	North Dakota	2	India	1
Hawaii	2	Ohio	20	Japan	2
Idaho	1	Pennsylvania	39	Malaya	1
Illinois	14	Rhode Island	11	Mexico	2
Indiana	2	South Carolina	5	Panama	1
Iowa	13	Tennessee	2	Philippines	1
Kansas	1	Texas	16	Puerto Rico	3
Kentucky	4	Utah	2	Thailand	1
Louisiana	3	Vermont	7	Venezuela	2
Maine	10	Virginia	21	Virgin Islands	2
Maryland	7	Washington	2		
Massachusetts	213	West Virginia	5		841
Michigan	13	Wisconsin	3		
Minnesota	5	Wyoming	2		

CLASSIFICATION

Seniors	222
Upper Middlers	245
Lower Middlers	226
Juniors	148
Total Students	841

A

J Abbott, Andrew Delano
Sherborn, Mass.

J Adler, Edward Andrew Koeppel
Kings Point, L. I., N. Y.

L Albertson, Carl Eric
Newtonville 60, Mass.

J Alden, John Malcolm, Jr.
Atherton, Calif.

J Allen, Hoyt Eaves, Jr.
Westport, Conn.

L Allen, Stephen Church
Beverly, Mass.

L Allen, Thomas Heckel
Mamaroneck, N. Y.

U Allis, Samuel Gummere
Andover, Mass.

U Almquist, Adrian Kavan
Valentine, Neb.

J Almquist, Eric Lucien
Valentine, Neb.

U Alpert, Laurent
Great Neck, N. Y.

L Andrews, Peter Underwood
Greenwich, Conn.

L Aranow, Philip Thompson
Hastings-on-Hudson, N. Y.

L Arras, Robert Edward, Jr.
Panama, R. P.

S Askman, Jan Philip
South Hamilton, Mass.

S Atkinson, Stephen Hart
Brookline 46, Mass.

U Auld, Robert Hunt
Charleston 4, W. Va.
L Austin, Howard Albert, III
New York, N. Y.
S Avery, Rocco Finan
Eagle Pass, Tex.
J Avery, Theodore Paul, Jr.
Oil City, Pa.
U Axelrod, John Philip
Andover, Mass.

B

U Babcock, Arthur Edward
Midland, Mich.
L Bacalao, Armando
Caracas, Venezuela, S. A.
U Badger, Daniel Bradford, Jr.
Greenwich, Conn.
J Badman, Lawrence Scott
Houston 27, Tex.
J Bagg, Terry Reed
Holyoke, Mass.
J Bakalar, John Stephen
Swampscott, Mass.
L Baker, Brock
New York 28, N. Y.
J Baker, Warren von Credo
Princeton, N. J.
L Ballard, William
Norwich, Vt.
U Barber, Thomas Alexander
Quincy, Ill.
L Barker, William Benjamin
New Canaan, Conn.
U Barnes, Benjamin Ayer, Jr.
Belmont 78, Mass.
L Barnum, Richard Woodhull
Bethlehem, Pa.
L Barry, Christopher John
Methuen, Mass.
U Barry, Stephen George
Wellesley, Mass.
J Basile, Alfred Charles
Haverhill, Mass.
S Bass, Edward Perry
Fort Worth 7, Tex.
J Bass, Robert Muse
Fort Worth 7, Tex.
L Batteau, Dwight Wayne
Cambridge 38, Mass.
U Baumann, Russell Edward
Aurora, Ill.
S Baumer, William Henry, Jr.
Washington 16, D. C.
S Belforti, Joseph Charles, Jr.
Framingham, Mass.
J Belida, Alexander James, Jr.
Lowell, Mass.
S Bell, Richard Henry, Jr.
Wilmette, Ill.
U Bemis, John Gordon
Concord, Mass.
L Benjamin, David Joel, III
San Francisco 15, Calif.
J Bennett, Daniel Gates
Menlo Park, Calif.
L Bennett, William Russell, III
Andover, Mass.
L Bernblum, Bennett Jay
Milford, Conn.
J Best, Eric Prentice
Dunstable, Mass.
S Bilheimer, John Morris
Little Rock, Ark.
S Bingham, Timothy Woodbridge
Riverdale 71, N. Y.
S Binns, James Hazlett, Jr.
Lancaster, Pa.
U Bissell, Richard Etter
Saratoga, Calif.
L Bisset, William Thompson
Andover, Mass.
U Bixby, Jonathan Lee
Swampscott, Mass.
U Blankenship, Mark Russell
Egypt, Mass.
L Blickman, Stewart Michael
Pearl River, N. Y.
L Bond, Joe John, III
Fort Worth 7, Tex.
U Bonda, Craig Alan
Fair Lawn, N. J.
L Bonnett, William Stanton
Wellesley Hills, Mass.
U Booth, Timothy Morse
Lewiston, N. Y.
S Borland, John Jay, Jr.
Lake Forest, Ill.
S Born, John Robert
New York 28, N. Y.
L Bottonari, Thomas William
Pittsburgh 36, Pa.
S Bourne, James Russell
New York 28, N. Y.
L Bourne, William Randolph
Danville, Va.
S Bowen, David Vaughan
Woods Hole, Mass.

L Bowen, Stephen Gardner
Woods Hole, Mass.
S Boxer, Daniel Ellis
Newburyport, Mass.
L Boydston, Richard Mason, Jr.
Des Moines 12, Iowa
U Brady, John Michael
Middletown, R. I.
S Brainerd, Gordon Charles, Jr.
Billerica, Mass.
L Brenner, James Craig
Herman, Minn.
J Brewster, Walter Rice, Jr.
New York 21, N. Y.
L Briggs, Alba Houghton, III
Chadron, Neb.
U Brock, Richard Linton
Montpelier, Vt.
U Brodhead, Richard Halleck
Fairfield, Conn.
U Bron, James Merle
Buffalo 9, N. Y.
U Brown, Alan Sanborn
Henniker, N. H.
U Brown, Douglas Williams
Waterville, Me.
S Brown, James Kingsbury
Kalamazoo, Mich.
L Brown, Judson Brooks
Andover, Mass.
L Brown, Malcolm McDougal
Lake Forest, Ill.
U Brown, Ronald Jeffrey
Paragould, Ark.
S Brown, Wallace Harold, II
Shreveport, La.
J Browne, Robert Mallory
Louisville, Ky.
L Browning, John Donald
Sea Cliff, N. Y.
U Bryant, Anthony Gibbs
London, Ontario, Canada
J Buchin, Peter Jay
Forest Hills 75, N. Y.
S Bull, Graham Whittlesey
Hamden 17, Conn.
L Bump, Morrison McKelvey, Jr.
Greenwich, Conn.
U Burbank, Stephen Bradner
Bedford Village, N. Y.
U Burke, Edwin Marston, Jr.
Far Hills, N. J.
J Burke, Stephen Johnson
Far Hills, N. J.
L Burkhard, Peter Allen
Andover, Mass.
S Burns, William Shuler, Jr.
Jacksonville 10, Fla.
L Burr, Peter Merritt
Concord, Mass.
S Burton, Robert Mason
Redwood City, Calif.
U Bush, George Walker
Houston 27, Tex.
S Bush, Prescott Sheldon, III
Greenwich, Conn.

C

J Caffrey, Augustine Joseph
Andover, Mass.
S Cahners, Andrew Phillip
Brookline 46, Mass.
S Calderon, Cesar Augusto, Jr.
Santurce, Puerto Rico
U Calderwood, Stephen Beaven
Andover, Mass.
L Call, William Herbert
New Canaan, Conn.
L Cameron, Gerard Guyot, II
Princeton, N. J.
S Campbell, Colin McLeod
Charlottesville, Va.
U Campbell, Michael Howland
Hampton, Va.
J Campbell, Robert Johnson
Andover, Mass.
S Campion, Edward Winslow, II
Bronxville, N. Y.
U Carl, Peter William
Islip, N. Y.
J Carmichael, Louis David
New York 28, N. Y.
S Caron, Joel Fulton
Salem, Mass.
U Carothers, Thomas Abbott
Cincinnati 8, Ohio
S Carpenter, Donald Boyd, Jr.
Charleston, S. C.
U Carr, John Carroll
Cincinnati 43, Ohio
U Carter, William Henry
Laguna Beach, Calif.
S Carver, John Henry, Jr.
Andover, Mass.
J Casella, Philip Stephen
Naugatuck, Conn.
S Casey, John Alexander
Port Edwards, Wis.
J Casey, Richard Andrew, Jr.
North Andover, Mass.
U Cathcart, Patrick Alan
Whittier, Calif.

U Cathcart, Robert James
Whittier, Calif.
S Caulkins, Horace James, Jr.
Darien, Conn.
U Chaisson, Joseph Michael
Nice, A. M., France
L Chamberlin, William Laverack
Sherborn, Mass.
U Chase, Eric Lewis
Minneapolis 14, Minn.
U Cheek, Robert Caldwell
Fort Worth 7, Tex.
U Chessman, Robert Osgood
Granville, Ohio
L Chestnut, William James, Jr.
Westport, Conn.
J Chimento, George Lewis
Westerly, R. I.
L Chin, Rockwell Jaowen
Berea, Ky.
L Clapp, Peter Wales
Washington 16, D. C.
S Clapp, Richard Waldo
Lewiston, Me.
S Clark, Carlton Eugene
Elwood, Neb.
U Clark, Gerald Randolph
Hillsborough, Calif.
L Clark, Warren Kempton
Little Compton, R. I.
L Claxton, Gary Russell
Ballston Lake, N. Y.
S Cleverly, Andrew Bruce
Whitinsville, Mass.
U Clift, Daniel Kennedy
Andover, Mass.
J Clift, William Biggs, III
Andover, Mass.
J Cluff, Barry MacKinnon
Wellesley 81, Mass.
U Cluff, Gregory Bruce
Wellesley Hills, Mass.
J Colby, Alexander MacGregor
West Boxford, Mass.
L Cole, Robert Albert
Andover, Mass.
S Coleman, William Scott
Easton, Pa.
U Collins, John Harding Horan
Chevy Chase 15, Md.
L Comstock, Henry Walker, Jr.
Buffalo 22, N. Y.
U Congdon, Christopher Carter
Troy, N. H.
L Constantineau, Peter David
North Andover, Mass.
U Cook, Alan Augustus, II
Chatham Township, N. J.
S Cooke, Christopher Creighton
Armonk, N. Y.
J Cooney, John Fontana
Nashville 5, Tenn.
U Cooper, Daniel Sheldon
Dover, Mass.
L Coppage, Samuel Francis, Jr.
Norfolk 4, Va.
J Corcoran, William Joseph, Jr.
Cambridge 38, Mass.
U Cory, Thomas Ramsdell
Stamford, Conn.
U Cottle, Robert Stanley, Jr.
Norwell, Mass.
J Cotton, John Maurice
Dobbs Ferry, N. Y.
U Cowan, Douglas Fairman
Worcester 2, Mass.
U Craford, John Kent
Onawa, Iowa
U Crane, Andrew Barry
Andover, Mass.
L Cromie, Richard James
Andover, Mass.
U Crowley, Francis Jerome
Scituate, Mass.
J Currier, Michael Paul
Fort Kent, Me.
U Cutler, Howard Manning
Greenwich, Conn.

D

U Dabney, Stephen Francis
Fairfield, Conn.
S Damon, William Van Buren
Brockton, Mass.
U Darby, Lawrence Allnutt, Jr.
Poolesville, Md.
L Davidson, Laurence John
Cedar Grove, N. J.
J Davis, Geoffrey Barker
Providence 6, R. I.
S Davis, Leighton Ira, Jr.
Eau Gallie 7, Fla.
L Davis, Ralph Paul
Washington 15, D. C.
U Davis, Richard Huston
East Princeton, Mass.
S Davis, Stuart Hill
Atlanta, Ga.
J Dawson, Richard Kenneth
Lawrence, Mass.
U de Estrada, Michael Briggs
Mexico 10, D.F., Mexico
U Dell Isola, Lawrence Russell
Cleveland Heights 6, Ohio

L Dennehy, Peter Normann
Setauket, L. I., N. Y.
L Devereux, Stephen Edward
Ponte Vedra Beach, Fla.
U Dewey, John Holcombe
Spartanburg, S. C.
U deWolfe, Geoffrey Holden
Cleveland Heights 6, Ohio
L Dickerson, Norvin Kennedy, Jr.
Monroe, N. C.
U Dieter, Robert Johann
Eustis, Fla.
U Dimlich, David John
Andover, Mass.
L Dineen, John William
Lawrence, Mass.
U DiRago, Joseph Vincent
Woburn, Mass.
L Dixon, Courtlandt Palmer, III
Lawrence, L. I., N. Y.
U Doherty, Paul Martin
Andover, Mass.
L Doherty, Thomas Joseph, Jr.
Andover, Mass.
L Donaldson, Robert Beach
Riverdale 71, N. Y.
U Donat, Jeffrey Richard
Fargo, N. D.
S Donegan, George Francis, Jr.
Andover, Mass.
S Donnell, Robert Phippen
Salem, Mass.
S Donnell, William Sebek
Baltimore 10, Md.
U Dorr, Richard Gibson, Jr.
Belmont 78, Mass.
U Downing, Conway Augustus
Newport News, Va.
L Dun, John Spurrier
San Mateo, Calif.
S Dupcak, Joseph Daniel
Setauket, N. Y.
U Durfee, Charles Brooks
South Hadley, Mass.
S Durham, Arthur
Andover, Mass.
L Durham, Harry Blaine, III
Casper, Wyo.

E

S Eakland, Peter Burr
Rye, N. Y.
U Eargle, Donald Brian
Sumter, S. C.
U Eastland, Thomas Butler, II
Essex, Conn.
J Eddy, Lee Chickering
Glen Ellyn, Ill.
U Edwards, Bruce Haven
Stanford, Calif.
J Ehrhart, Robert Henry
Orleans, Mass.
J Eichleay, George Frederick
Pittsburgh 17, Pa.
U Eichleay, John William, Jr.
Pittsburgh 17, Pa.
U Elkins, Randolph Hugh
Sea Girt, N. J.
L Eller, James Robert, Jr.
Charlotte 3, N. C.
J Ellison, Jonathan David
Falls Village, Conn.
S Emory, Hugh Mercer
Morristown, N. J.
S Engvall, Donald Montgomery
Norwell, Mass.
S Erdmann, John Dickey
New York, N. Y.
S Ernstrom, James William
Afton, N. Y.
L Eubank, Daniel Fulton
Alexandria, Va.
L Evans, John Randall
Demarest, N. J.
L Everett, Todd Harrison
Caracas, Venezuela, S. A.
U Everett, Warren Douglas
Vicksburg, Miss.

F

J Fabiani, James Parnham
Westport, Conn.
S Faggi, John Alexander Butler, Jr.
Wellesley Hills 81, Mass.
J Farley, David Wells
Harvard, Mass.
J Farrah, Albert Louis, Jr.
Methuen, Mass.
S Farrar, Roger Preston
Winchester, Mass.
S Farrell, Dennis Michael
Ocean Springs, Miss.
U Fay, Fred Clifford, II
York, Pa.
J Fay, John Bruce
Dorset, Vt.

J Feldman, Theodore Sherman
Waban 68, Mass.
S Fidelman, Robert Lee
Elmira, N. Y.
L Finch, Stephen Baker, Jr.
Lawrence, L. I., N. Y.
U Finlay, James Regan
Manchester, Mass.
J Flaherty, Anthony James
Salisbury, Mass.
U Fleming, Richard Elliot
Chatham, N. J.
J Fletcher, Michael Anthony
West Windham, N. H.
S Flory, Paul John, Jr.
Portola Valley, Calif.
S Flory, Thomas Reherd
Boyce, Va.
J Foster, David Armour
Mankato, Minn.
S Foster, John Burt, Jr.
Mankato, Minn.
L Fox, John Gardner
Rumson, N. J.
U Franchot, Douglas Warner, III
Providence 6, R. I.
J Franchot, Peter Van Rensselaer
Providence 6, R. I.
S Francisco, Michael Cabell
McDill AFB, Fla.
S Frantz, Christopher Norman
Chatham, N. J.
S Frederick, Ian Riley
Andover, Mass.
J Freeman, Gordon Leslie, Jr.
North Andover, Mass.
U Freeman, Joseph William, Jr.
Elkin, N. C.
U French, William Decker
Moline, Ill.
S Frenzel, James Charles
Durham, N. C.
U Fry, Morton Harrison, II
New York, N. Y.
S Fuchs, John Robert
Lynn, Mass.
U Fulton, Winthrop DeWolf
Providence 6, R. I.

G

U Gage, John Stephen McEnery
East Hampton, L. I., N. Y.
U Gallagher, Paul Killian
Armonk, N. Y.
L Gallaudet, Peter Wallace
Farmington, Conn.
J Galpin, Amos
New Haven 11, Conn.
L Ganem, Bruce Emil
Methuen, Mass.
U Gang, David Lester
Huntington 1, W. Va.
L Gang, Robert Charles
Huntington 1, W. Va.
L Gangsei, Peter Thomas
Perth Amboy, N. J.
S Gardner, Edwin Sumner, Jr.
Nashville 5, Tenn.
L Garner, Thomas Fleetwood, Jr.
Richmond 29, Va.
U Garten, Jeffrey Elliot
Fort Monroe, Va.
S Garvan, Francis Patrick
Salisbury, Conn.
U Gass, Kenneth Brewer
Greencastle, Ind.
L Gast, David Sobo
Westfield, N. J.
U Gerard, Peter Alexis
New York 12, N. Y.
L Gibson, Anthony Herrick
Stamford, Conn.
S Glendon, William Richard, Jr.
Scarsdale, N. Y.
J Goldin, David Alan
Greenport, L. I., N. Y.
U Gonzalez, Jose Raul
Bayamon, P. R.
S Gordon, John Dozier, III
New York 21, N. Y.
L Gorelik, Gregory Mordecai
Guayaquil, Ecuador, S. A.
S Gorre, John Edward Anderson, Jr.
Andover, Mass.
S Gould, Richard Nash
Atlanta 5, Ga.
L Graham, John Thomas
Seattle 99, Wash.
S Grant, Jeffrey Morton
Winchester, Mass.
J Gray, James Cranston, Jr.
South Dartmouth, Mass.
U Greenburg, Glenn Hank
New York 21, N. Y.
U Greenberg, Robert Samuel
Princeton, N. J.
U Greene, Alexander Maury
Nokomis, Fla.
S Greene, Michael Shaw
Greenwich, Conn.

L Grew, James Hooper, Jr.
Andover, Mass.
J Grillo, James Francis
Andover, Mass.
U Grinberg, Donald Irving
White Plains, N. Y.
J Gurry, Christopher Jude
Andover, Mass.
U Guss, Jonathan Joseph Enman
St. John, N. B., Canada

H

L Hafkenschiel, Benjamin Thomas
Bala-Cynwyd, Pa.
L Hagan, William Hart, Jr.
Louisville 7, Ky.
S Hall, Matthew Warren, V
Heath, Mass.
S Hally, Richard Blaine
Arlington 4, Va.
U Halpern, Philip
Altoona, Pa.
L Hamilton, Daniel Kirk, Jr.
Chapel Hill, N. C.
U Hannon, Richard Blakely
Cambridge 38, Mass.
S Hardy, Gordon Alfred, Jr.
New York 21, N. Y.
U Harker, Steven Douglas
Hawarden, Iowa
U Harris, Edward Moseley, Jr.
Andover, Mass.
J Harris, George Rice
Andover, Mass.
S Harris, Thomas Everett, Jr.
Alexandria, Va.
L Harte, Christopher McCutcheon
Corpus Christi, Tex.
S Hartman, William Lawton
Washington 7, D. C.
S Harwood, John Henry, II
Worcester 9, Mass.
J Haviland, David William
Montclair, N. J.
U Haviland, Peter Lawrence
Montclair, N. J.
S Hawn, Van Zandt
Cooperstown, N. Y.
U Hay, Jonathan Marsden
Shaker Heights 20, Ohio
L Hayes, Grenville Karl
Fairhaven, Mass.
S Hayes, John Edwin
Monterrey, N. L., Mexico
J Healey, Raymond Francis, Jr.
Upper Montclair, N. J.
U Heard, John Owsley
Sewickley, Pa.
L Heifetz, Louis James
Andover, Mass.
S Heist, Jeremy William
Lansing 10, Mich.
S Hekimian, Frank Vram, Jr.
Lawrence, Mass.
J Hemenway, Andrew Maine
Northford, Conn.
L Hemingway, John Moon
Stamford, Conn.
L Henry, Paul Wallace
Middlebury, Conn.
U Herfort, John Andrew
South Orange, N. J.
L Herrmann, Carl Procter
Grafton, Mass.
S Heyworth, Eric Lovell
New York 25, N. Y.
U Hight, Frank Hanford
Perrysburg, Ohio
S Hile, Norman Carter
Chatham, N. J.
S Himes, John Fraser
Tampa 11, Fla.
L Hinkle, Ward Byington
New Canaan, Conn.
L Hinkley, Andrew Haldane
Lancaster, N. H.
J Hinman, Richard Guild
Andover, Mass.
U Hirsch, Robert Louis
Ridgefield Park, N. J.
S Hirst, Richard Bennet Harbaugh
Boise, Idaho
U Hives, Harry George
Center Valley, Pa.
U Hobler, Randolph Windsor
Princeton, N. J.
U Hobson, Henry Wise, III
Cincinnati 42, Ohio
S Hoffman, Paul
St. Thomas, V. I.
U Holdorf, James Alfred
Lincoln, Neb.
U Holland, Franklin Brown
Greenwich, Conn.
U Holloway, Frederic Lord
Summit, N. J.
S Hooker, Henry Garden
New York, N. Y.

S Hootstein, Daniel David
Brookline 46, Mass.
L House, Jonathan Martin
New York 22, N. Y.
S Howard, Sedgwick, Jr.
Greenwich, Conn.
L Howe, Frank Alexander
West Newbury, Mass.
U Howe, Richard Turner
Melrose 76, Mass.
L Hoye, Robert Wallace
Wellesley Hills 81, Mass.
L Hudner, Michael Sweeney
South Swansea, Mass.
S Hunt, Larry Bonney
Auburn, Me.
S Hunt, William Martin
St. Clair, Mich.
L Huntington, Derek Updegraf
Hartford 5, Conn.
S Hutchison, Keith Robert
Strathfield, N. S. W., Australia
U Huvelle, Jeffrey George
Litchfield, Conn.

I

L Indjic, Eugene
Springfield 8, Mass.
J Ives, Alexander Frank
New York 24, N. Y.

J

L Jako, Miklos
Andover, Mass.
J James, Michael Howard
Woodbury, Conn.
L Jameson, John Thomas
Katonah, N. Y.
L Jerman, Hubert Bennett, Jr.
Charlotte 7, N. C.
U Jessup, John Milburn
New York 21, N. Y.
J Jewell, Daniel Ashley
Locust Valley, N. Y.
U John, Hunter Eardlie
White Plains, N. Y.
S John, Wendell Eardlie
White Plains, N. Y.
U Johnson, Allan Griswold
New York, N. Y.
U Johnson, Clay, III
Fort Worth, Tex.
S Johnson, Daniel Lee, Jr.
Grosse Point Farms 76, Mich.
L Johnson, Gregory William
Venice, Fla.
S Johnson, Peter Charles
Wenham, Mass.
J Johnson, Scott Bowdon
London, W. 1, England
U Johnston, Alan Cope
Kenilworth, Ill.
J Jones, Eric Wilkins
Andover, Mass.
U Jones, Leslie Adams
Pittsburgh 35, Pa.

K

J Kahn, David Isaac
Setauket, L. I., N. Y.
L Kahn, Ely Jacques, III
Scarborough, N. Y.
S Kaiser, Michael Theodore
Honolulu, Hawaii
U Kambhu, Tira Chai
Bangkok, Thailand
S Kane, John Clarke, Jr.
Swampscott, Mass.
S Kane, William Allan
San Francisco 23, Calif.
L Karlson, Douglas Alden
St. Louis Park 26, Minn.
L Katz, Peter
Cambridge 38, Mass.
U Kauffman, Bruce Alan
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L Kaufmann, Rodgers Passavant
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J Kaupe, William Herbert, Jr.
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L Keller, Robert Scott
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L Kellett, Mirle Amory
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U Kelley, Robert Emmett, Jr.
Palo Alto, Calif.
S Kelly, Kevin MacLachlan
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J Kendrick, Edmund Hopkinson, Jr.
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U Kendrick, Marvin Hayne, Jr.
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U Kenna, Lee Mountcastle, Jr.
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U Kennedy, Sean Kevin
Worcester, Mass.
U Keppelman, Arthur Conrad, Jr.
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J Keppelman, Christopher May
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S Kessler, John Alexander, Jr.
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L Keyworth, Richard Briggs
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U Kidde, John Edgar
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S Kidder, John Tracy
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L Kilbreth, James Truesdell, III
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J Kinsolving, Thomas Bruce
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J Kirk, Selden Thayer
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U Kispert, Robert Gordon
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L Kitson, Peter Wesley
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J Klein, Francis Charles
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L Kline, Hibberd Van Buren, III
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S Kloepfer, Dennis Michael
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U Knapton, David Robert
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L Koehler, Arnold Ray
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J Krinsky, Michael Mayer
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U Kroll, Stephen Robert
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J Kunen, James Simon
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S Kurzon, Joel Foster
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S Kusterer, Kenneth Carleton
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L Kutvirt, Thomas Otakar
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L Kyger, John William
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S Lakin, Charles Richard
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L Lamberson, William John
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U Lange, Bjorn Roland
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S Langton, Stacy Guy
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L Lansing, James Perrin
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S Larkin, Charles Lewis, III
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L Laughead, James Russell, Jr.
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U Lee, Sidney Phillip, Jr.
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J Leete, Kevin John
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U Leier, Robert Allan
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J Lemkin, Jeffrey David
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S Leonard, Richard William
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L Levine, John Braverman
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U Liddell, Raymond Anthony
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S Liles, Gerald Allen
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J Liu, Thomas Wang
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U Logan, Timothy Van Dyck
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L London, Frederic Scott
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U Lonsdale, Robert Douglas
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L Look, Allen MacMartin, Jr.
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J Lower, John Wilson
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J Ludden, David Ellsworth
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S Lueders, Thomas Louis, Jr.
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J Lynn, Christopher Gardiner
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L McCabe, Frederic Charles, Jr.
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U McCarthy, William Hugh
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U McClure, Matthew James
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S McCormack, Winthrop Laflin
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U McCullough, John Adams
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U MacElhiney, Gary Michael
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J McEvoy, Earl Edward, Jr.
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S McGirt, Joseph Ward
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S Meck, John Foster, III
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L Melamed, Mark Alan
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S Meng, Paul Chih, Jr.
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U Meyer, Michael Broeker
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U Meyer, Terry Gene
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U Nelson, Ames Mackey
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L Nelson, Blyth Covey
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U Nevius, Franklin Chalmers, Jr.
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S Prahl, Nicholas Augustus
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L Preston, Alexander Heard
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J Prophet, Douglas Wilson
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S Pugh, William Allen, Jr.
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S Quimby, Edward Conant
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S Raben, John Richard, Jr.
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J Rafferty, Christopher Lawrence
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L Rairigh, Jonathan Wick
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S Rapson, William Reed
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U Reines, Howard David
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U Roden, Randall Maitland
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L Roe, David Benson
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U Roehrig, Matthew Grahame
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S Rogers, Arthur Verne, III
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L Rogge, Scott DeBow
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S Romano, James Vincent
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U Rose, Hal Stevens
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J Ross, Donald Ogden
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J Ross, James Ottice
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S Ruskin, Paul Alan
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L Russell, Thomas Wright, III
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U St. Clair, Charles Raymond, III
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L Salk, Darrell John
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L Samp, Edward Joseph, III
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L Samp, John Barnes
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L Samson, Blake Andrew
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J Smith, John Ballantine
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J Smith, Roger Hampton
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L Snyder, Colby Hopewell
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S Soong, John Louis, Jr.
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S Sorota, Philip John
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L Walker, Geoffrey Kenly
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S Warren, Frank Birmingham, III
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U Waterman, Charles Dana, III
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U Watson, Hathaway, 3d
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S Way, Donald Alexander
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U Weiss, Scott Tillman
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S Wengren, Richard Edward, Jr.
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S Whipple, John Whitin
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S White, Richard Conover
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U Wolf, Timothy Griffing
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L Wulsin, Frederick Roelker, II
Cambridge 38, Mass.
U Wylie, Bruce Lynde
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J Wyper, James, III
West Hartford 7, Conn.

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S Yamada, Tadataka
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J Youngquist, Jeffrey Ives
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U Youngquist, Peter Lowell
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Preliminary Application for Phillips Academy, Andover, Mass.

1. Time of proposed entrance: September, 19.....

2. Class applied for: (CIRCLE ONE) JUNIOR (9TH GRADE) LOWER MIDDLE (10TH GRADE) UPPER MIDDLE (11TH GRADE) SENIOR (12TH GRADE)

3. Boy's name in full..... FIRST MIDDLE LAST

4. Date of birth..... 5. Age at last birthday.....

6. Name of parent or guardian.....

7. Permanent address.....

.....

8. Preferred mailing address.....

.....

9. Do you intend to apply for scholarship aid?.....

Signed..... (PARENT OR GUARDIAN)

Date..... '64

For further information, please consult the Catalogue under "Procedure in Applying." The required $10.00 application fee, payable to the Trustees of Phillips Academy, should accompany this form.

GEOGRAPHICAL CARD

Please fill out and return with preliminary application

1. Time of proposed entrance: September, 19.....

2. State (or country if not U.S.A.).....

3. City or town.....

4. Boy's name in full..... FIRST MIDDLE LAST

5. Parent's name.....

6. Street address.....

7. Names of any relatives now or previously at the Academy. Please state relationships and graduation dates.....

8. Date.....

Phillips Academy, Andover, Massachusetts '64

CATALOGUE

PHILLIPS ACADEMY

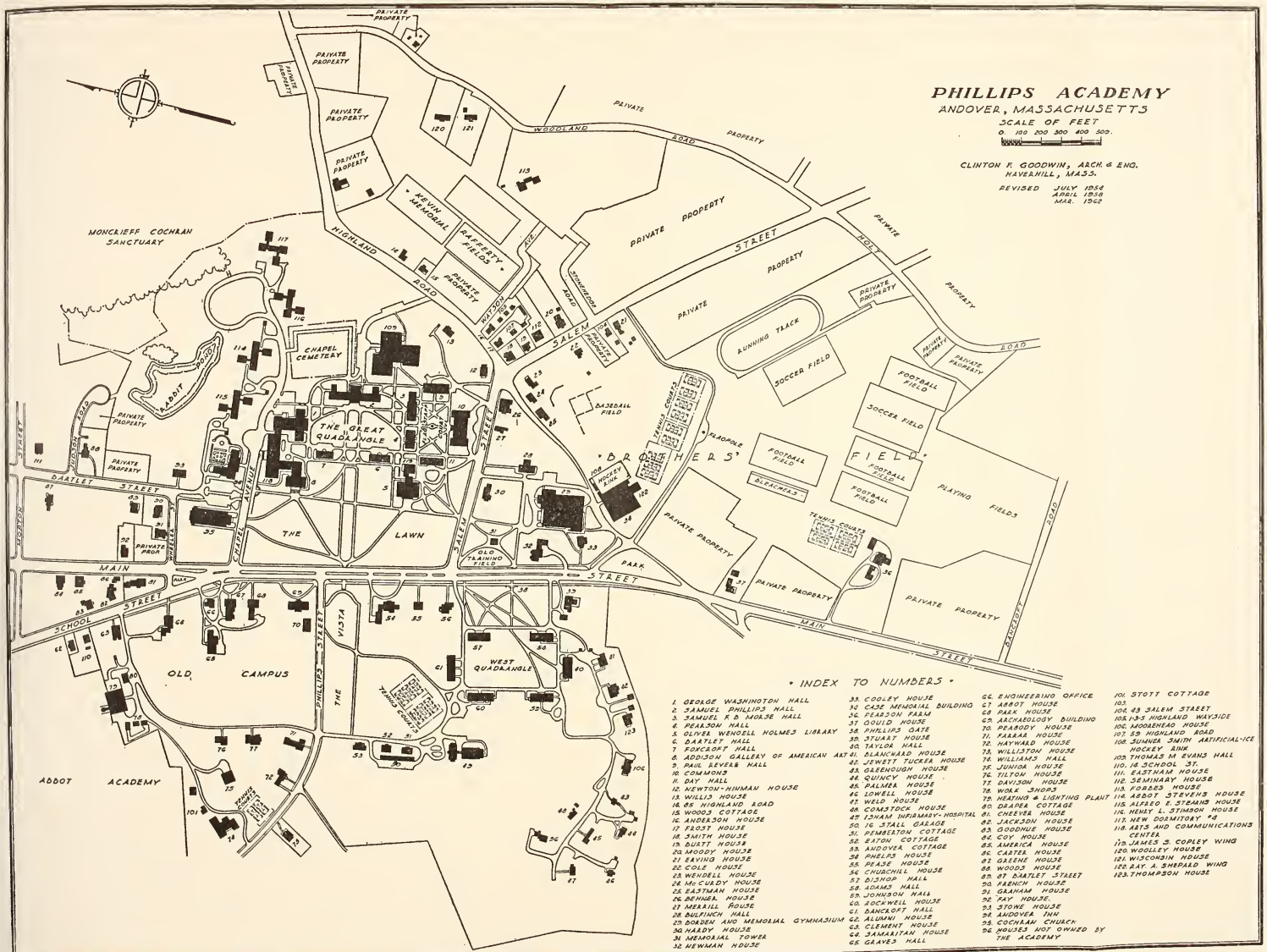
Andover, Massachusetts



1965

ONE HUNDRED EIGHTY-SEVENTH YEAR

Published by Phillips Academy, Andover, Massachusetts



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38. PHILLIPS GATE
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56. CHURCHILL HOUSE
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71. FARAAR HOUSE
72. HAYWARD HOUSE
73. WILLISTON HOUSE
74. WILLIAMS HALL
75. JUNIOR HOUSE
76. TILTON HOUSE
77. DAVISON HOUSE
78. WORK SHOPS
79. HEATING & LIGHTING PLANT
80. DRAPER COTTAGE
81. CHEEVER HOUSE
82. JACKSON HOUSE
83. GOODHUE HOUSE
84. COY HOUSE
85. AMERICA HOUSE
86. CARTER HOUSE
87. GREENE HOUSE
88. WOODS HOUSE
89. 67 DARTLET STREET
90. FRENCH HOUSE
91. GRAHAM HOUSE
92. FAY HOUSE
93. STONE HOUSE
94. ANDOVER INN
95. COCHRAN CHURCH
96. HOUSES NOT OWNED BY THE ACADEMY
101. STOTT COTTAGE
103. 43 SALEM STREET
105. 193 HIGHLAND WAY SIDE
106. MOOREHEAD HOUSE
107. 59 HIGHLAND ROAD
108. JUNIOR SWIM ARTIFICIAL-ICE HOCKEY RINK
109. THOMAS M EVANS HALL
110. 14 SCHOOL ST.
111. EASTMAN HOUSE
112. SEMINARY HOUSE
113. FORBES HOUSE
114. ABBOT STEVENS HOUSE
115. ALFRED E. STEARNS HOUSE
116. HENRY L. STIMSON HOUSE
117. NEW DORMITORY #8
118. ARTS AND COMMUNICATIONS CENTER
119. JAMES S. COPLEY WING
120. WOOLLEY HOUSE
121. WISCONSIN HOUSE
122. RAY A. SHEPARD WING
123. THOMPSON HOUSE

CATALOGUE

PHILLIPS ACADEMY

Andover, Massachusetts

1965

ONE HUNDRED EIGHTY-SEVENTH YEAR

Published by Phillips Academy, Andover, Massachusetts

1964

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CALENDAR

SCHOOL YEAR 1964-1965

Fall term begins	Friday, September 18, 1964
Mid-term Rating	Wednesday, October 28
Long Thanksgiving weekend	Wednesday, November 25, to 5:00 p.m. on Sunday, November 29
Fall term ends	Thursday, December 17

Christmas Recess—19 days

Winter term begins	8:00 p.m., Tuesday, January 5, 1965
Mid-term Rating	Saturday, February 6
Long weekend	Friday-Sunday, February 12-14
Winter term ends	Thursday, March 11

Spring Recess—19 days

Spring term begins	8:00 p.m., Tuesday, March 30
Mid-term Rating	Wednesday, April 28
Long weekend	Friday-Sunday, May 7-9
Examinations end	Thursday, June 10
Commencement	Friday, June 11

Summer Session—1965

Summer session begins	Wednesday, June 30
Summer session ends	Thursday, August 12

SCHOOL YEAR—1965-1966

Fall term begins	Friday, September 17, 1965
Fall term ends	Thursday, December 16

Christmas Recess—19 days

Winter term begins	8:00 p.m., Tuesday, January 4, 1966
Winter term ends	Thursday, March 10

Spring Recess—19 days

Spring term begins	8:00 p.m., Tuesday, March 29
Examinations end	Thursday, June 9
Commencement	Friday, June 10

Summer Session—1966

Summer session begins	Wednesday, June 29
Summer session ends	Thursday, August 11

PURPOSE OF PHILLIPS ACADEMY

THE PURPOSE of Phillips Academy is to teach "the great end and real business of living." According to its Constitution, signed in 1778, "It is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others) is both weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character and lay the surest foundation of usefulness to mankind." Adapted to conditions of modern life, the aim of the Academy remains the same: so to intensify and broaden the capacities of its students that they may enter the larger world with trained minds and with a deepened sense of their responsibility to society.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students curiosity about things of the mind, to induce in them a desire to educate themselves. It attempts to foster the development of discriminating judgment and independence of thought. It tries to cultivate the imagination and emotions of its boys.

By long tradition Andover believes in education that makes boys resourceful and independent. Andover believes in the value of student representation from all parts of the country and of the world, and from all walks of life. To its boys it offers an intellectual and moral discipline, as well as friendly encouragement and sympathy, the best incentives to accomplishment.

Phillips Academy is a liberal, modern school with an ancient tradition. It values the benefits passed on to it by many generations. It has contributed directly to the development of thousands of men, and indirectly to numberless aspects of our national life. Thankful for its history, Andover focuses on the present and on the future. In training American boys for service and leadership it seeks to preserve a flexible spirit that will test and try the new while treasuring the riches of the past.

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips John Phillips, LL.D.

Samuel Phillips, Jr.

Constitution and deed of trust signed	April 21, 1778
School opened	April 30, 1778
Act of incorporation	October 4, 1780

HEADMASTERS

ELIPHALET PEARSON, LL.D.	1778–1786
EBENEZER PEMBERTON, LL.D.	1786–1793
MARK NEWMAN, A.M.	1794–1809
JOHN ADAMS, LL.D.	1810–1833
OSGOOD JOHNSON, A.M.	1833–1837
SAMUEL H. TAYLOR, LL.D.	1837–1871
FREDERIC W. TILTON, A.M.	1871–1873
CECIL F. P. BANCROFT, Ph.D, L.H.D., LL.D.	1873–1901
ALFRED E. STEARNS, Litt.D., L.H.D., LL.D.	1903–1933
CLAUDE M. FUESS, Ph.D., Litt.D., L.H.D., LL.D.	1933–1948
JOHN M. KEMPER, A.M., L.H.D., Litt.D., LL.D.	1948–

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands and the sum of one thousand six hundred and fourteen pounds. Two years later, on October 4, 1780, the school was incorporated by the Act of Incorporation passed by the General Court of Massachusetts, signed by John Hancock.

The Constitution was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

> A serious consideration of the premises, and an observation of the growing neglect of *youth,* have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living.*
>
> The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.
>
> But above all, it is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others) is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

> This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.
>
> And, in order to prevent the smallest perversion of true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second,* instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third,* practical Geometry, Logic, and Geography; and the *fourth,* such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

Phillips Academy was opened for instruction April 30, 1778, in a building which had earlier been used as a carpenter's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian, who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger schoolhouse was built. On November 5, 1789, George Washington, President of the United States, visited Andover and addressed the students assembled on the Old Training Field.

The fourth principal, John Adams, raised the repute of the school, increased the attendance, and enlarged the number of teachers. During his term as principal, the second schoolhouse was burned, on January 28, 1818, and a new brick Academy designed by the famous architect Charles Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, "The School-Boy," is still in use.

The modern period of the school's history commenced in 1873 with the election of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. Under Dr. Bancroft's administration, attendance increased from 262 to over 400 pupils and since then has never dropped below that figure.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns. The purchase in 1908 of the lands and buildings of the Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. In the late 1920's and in the 1930's the school took its present form under a building and landscaping program made possible by the generosity of Thomas Cochran, other alumni, and friends of the school.

Under the administration of Claude M. Fuess, Headmaster from 1933 to 1948, the faculty was greatly enlarged and strengthened, the curriculum was revised, a number of buildings were added, and the Andover Summer Session (1942) and the Andover Evening Study Program (1935) began. In World War II, Andover men served in each of the services, and 143 gave their lives. During much of the war, Henry L. Stimson served as president of the Trustees as well as Secretary of War.

John M. Kemper was elected Headmaster in 1948. Since then, substantial advances have been made in three areas: curriculum, admissions policy, and the physical plant and resources.

The curriculum has been revised to provide increased flexibility. In 1952-1953, under Andover leadership and with a grant from the Ford Foundation, the important study, *General Education in School and College,* was completed. It has resulted in the introduction into the Andover curriculum of new, advanced, college-level courses. In 1955, in response to the national teacher shortage, the school inaugurated the Andover Teaching Fellow Program to recruit and train young men for teaching.

Concerning admissions, the decision was made in the late fifties to admit each year the best 250 candidates regardless of their ability to pay tuition. The effect of this decision has been to broaden still further the school's basic policy, in the words of its Constitution, "to be ever equally open to youth of requisite qualifications from every quarter."

In the third area, physical plant and resources, several changes are notable. The endowment has grown from eleven to twenty-five million dollars. Meantime the enrollment has increased from 725 to 847.

During the years 1959-61 The Andover Program, a major capital gift drive carried out by alumni and parents, succeeded in raising $6,750,000 for new facilities. With these funds the Academy has built four new dormitories, two new faculty houses, a new science building, an Arts and Communications Center with extensive audio-visual equipment and studio space, an enlargement of the auditorium stage and an experimental drama lab, a wing on the Library, several new athletic fields, a roof for the hockey rink, and other athletic facilities; existing buildings have been remodeled for more classrooms and for student and faculty housing.

TRUSTEES

HENRY WISE HOBSON '10, D.D., LL.D., *President* — Cincinnati, Ohio
Elected 1937, President since 1947

JOHN MASON KEMPER, A.M., L.H.D., LITT.D., LL.D., *Clerk* — Andover
Elected 1948

JOHN PETERS STEVENS, JR. '15, A.B., *Treasurer* — Plainfield, N. J.
Elected 1948, Treasurer since 1963

JAMES PHINNEY BAXTER, III '10, PH.D., LITT.D., L.H.D., D.Sc., LL.D. — Williamstown
Elected 1942

CHARLES STAFFORD GAGE '21, A.M. — New Haven, Conn.
Elected 1952

BROMWELL AULT '18, S.B. — New York, N. Y.
Elected 1953

FREDERICK GOODRICH CRANE '15, A.B. — Dalton
Elected 1957

DONALD HOLMAN McLEAN, JR. '28, LL.B. — Summit, N. J.
Elected 1958

JOHN USHER MONRO '30, A.B. — Cambridge
Elected 1958

THOMAS LEE PERKINS '24, LL.B. — Rye, N. Y.
Elected 1959

ROBERT LIVINGSTON IRELAND III '38, A.B. — New York, N. Y
Elected 1960

WILBUR JOSEPH BENDER '37HF, A.M., LL.D. — Cambridge
Elected 1963

STEPHEN YOUNG HORD '17, A.B. — Lake Forest, Ill.
Elected 1963

ALUMNI TRUSTEES

JOHN HARVARD CASTLE, JR. '34, A.B. — Rochester, N. Y.
Elected 1962 for three years

GEORGE HERBERT WALKER BUSH '42, A.B. — Houston, Tex.
Elected 1963 for three years

FRANK PRAY FOSTER '25, M.D. — West Newton
Elected 1964 for three years

ROBERT WILLIAM SARNOFF '35, A.B. — New York, N. Y.
Ex Officio for one year as President of the Alumni Association

TRUSTEES EMERITI

CHAUNCEY BREWSTER GARVER '04, LL.B. — New York, N. Y.
1947-1960

SUMNER SMITH '08, A.B. — Lincoln
1956-1960

FACULTY

JOHN MASON KEMPER, A.M., L.H.D., LITT.D., LL.D.
Headmaster — Elected 1948

GEORGE FRANKLIN FRENCH, A.M.
Instructor in French, Emeritus — Andover 1907-1944

LESTER EDWARD LYNDE, A.M.
Dean, Emeritus — Andover 1901-1944

OSWALD TOWER, A.B.
Dean and Instructor in Mathematics, Emeritus — Andover 1910-1949

ALICE THACHER WHITNEY
Recorder, Emerita — Andover 1902-1950

LESTER CHARLES NEWTON, A.M.
Instructor in French and German, Emeritus — Andover 1918-1952

HENRY PRESTON KELLEY, A.M.
Instructor in Spanish, Emeritus — Pepperell 1918-28, 1935-52

MONTVILLE ELLSWORTH PECK
Instructor in Physical Education, Emeritus — North Bridgton, Me. 1916-1955

GUY JOHNSON FORBUSH, A.B.
Instructor in French, Emeritus — Andover 1917-1920, 1924-1955

ARTHUR BURR DARLING, Ph.D.
Instructor in History, Emeritus — Washington, D. C. 1917-1918, 1933-1958

DOUGLAS MANSOR DUNBAR, A.M.
Instructor in Mathematics, German, and Bible, Emeritus — Andover 1942-1958

M. LAWRENCE SHIELDS, A.B.
Instructor in Biology and Secretary of the Academy, Emeritus — Marblehead 1923-1960

ROSCOE EDWIN EVERETT DAKE, S.B.
Instructor in Chemistry, Emeritus — Andover 1921-1961

JOHN KINGSBURY COLBY, A.M.
Instructor in Latin, Emeritus — North Andover 1940-1962

MILES STURDIVANT MALONE, Ph.D.
Instructor in History, Emeritus — Daytona Beach, Fla. 1937-1962

ELIZABETH EADES, A.B.
Director of the Library, Emerita — Amherst 1929-1963

ROGER WOLCOTT HIGGINS, A.M.
Instructor in English, Emeritus — Andover 1933-1963

EMORY SHELBY BASFORD, A.B.
Instructor in English, Emeritus — Rome, Italy 1929-1964

FLOYD THURSTON HUMPHRIES, A.B.
Instructor in French, Emeritus — Naples, Fla. 1937-1964

JOHN SEDGWICK BARSS, A.M. — Appointed 1923
Instructor in Physics on the Independence Foundation Teaching Endowment
Chairman of the Physics Department

ALAN ROGERS BLACKMER, A.M., L.H.D. — 1925
Dean of the Faculty

KENNETH SMITH MINARD, A.M. 1928
Assistant Dean of Students

GEORGE KNIGHT SANBORN, S.B. 1928
Instructor in Biology on the Ammi Wright Lancashire Foundation
Warden of the Moncrieff Cochran Sanctuary

ALFRED GRAHAM BALDWIN, D.D. 1930
Instructor in Religion, Ethics, and Social Problems on the Independence Foundation Teaching Endowment
Chairman of the Religion Department

ROBERT EDWARD MAYNARD, S.B. 1931
Instructor in Mathematics on the Jonathan French Foundation

LEONARD FRANK JAMES, A.M. 1932
Instructor in History on the Cecil F. P. Bancroft Foundation
Chairman of the History Department

GEORGE GRENVILLE BENEDICT, A.M. 1930-1932, 1933
Dean of Students

DOUGLAS SWAIN BYERS, A.M. 1933
Instructor in Anthropology
Chairman of the Archaeology Department

*BARTLETT HARDING HAYES, JR., A.B. 1933
Instructor in Art
Chairman of the Art Department

JAMES RUTHVEN ADRIANCE, A.B. 1934
Assistant to the Headmaster

ALSTON HURD CHASE, Ph.D. 1934
Instructor in Greek and Latin on the Samuel Harvey Taylor Foundation
Chairman of the Classics Department

NORWOOD PENROSE HALLOWELL, JR., A.B. 1934
Instructor in English and Public Speaking on the Alfred Lawrence Ripley Foundation

FRANK FREDERICK DICLEMENTE, S.B. 1935
Instructor in Physical Education

JAMES HOOPER GREW, D. ès L. 1935
Instructor in French on the Elizabeth Milbank Anderson Foundation
Chairman of the French Department

FREDERICK SCOULLER ALLIS, JR., A.M. 1936
Instructor in History on the Martha Cochran Foundation
Director of Financial Aid

CHESTER ARCHIBALD COCHRAN, A.M. 1936
Instructor in French

FREDERICK JOHNSON, S.B. 1936
Instructor in Archaeology

STEPHEN STANLEY SOROTA, S.B. 1936
Instructor in Physical Education

STEPHEN WHITNEY, A.M. 1936
Instructor in French

* On leave of absence.

HART DAY LEAVITT, A.B. 1937
Instructor in English

WILLIAM HAYES BROWN, A.M. 1938
Instructor in English
Chairman of the English Department

RICHARD SAWYER PIETERS, A.M. 1938
Instructor in Mathematics on the Alfred Ernest Stearns Foundation
Chairman of the Mathematics Department

ROBERT WHITTEMORE SIDES, A.B. 1938
Instructor in Mathematics
Director of Admissions

JOHN BROMHAM HAWES, Ed.M. 1933-1936, 1939
Instructor in English

HARPER FOLLANSBEE, Ed.M. 1940
Instructor in Biology
Chairman of the Biology Department

WALTER GIERASCH, A.B. 1941
Instructor in English

DUDLEY FITTS, A.B. 1941
Instructor in English on the Emilie Belden Cochran Foundation

FRANCIS BERTRAND MCCARTHY, A.B. 1941
Instructor in English and Philosophy

ELBERT COOK WEAVER, A.M. 1943
Instructor in Chemistry on the George Peabody Foundation
Chairman of the Chemistry Department

CORNELIUS GORDON SCHUYLER BANTA, S.B. 1944
Instructor in Mathematics

JOSEPH RITTENHOUSE WEIR DODGE, A.M. 1944
Instructor in English

ALEXANDER DUNNETT GIBSON, A.M. 1944
Instructor in French

FREDERICK ALMOND PETERSON, A.M. 1946
Instructor in English
Assistant Director of the Summer Session
Chairman of the Andover Evening Study Program

ALLAN GEORGE GILLINGHAM, Ph.D. 1947
Instructor in Latin and Greek on the John Charles Phillips Foundation

PETER QUACKENBUSH MCKEE, Ed.M. 1947
Instructor in Physics
Scheduling Officer

DONALD EMERY MERRIAM, A.M. 1947
Instructor in Spanish
Chairman of the Spanish Department

GORDON GILMORE BENSLEY, A.B. 1949
Instructor in Art
Director, Audio-Visual Center

JOHN RICHARD LUX, M.S.Ed. 1949
Instructor in Mathematics

* On leave of absence.

WILLIAM LOUIS SCHNEIDER, Mus.Ed.B. 1949
Instructor in Music

WILLIAM RUSSELL BENNETT, JR., A.B. 1950
Associate Dean of Students

WILLIAM JOHN BUEHNER, A.M. 1950
Instructor in Latin

SIMEON HYDE, JR., A.M. 1950
Instructor in English

REAGH CLINTON WETMORE, M.P.E. 1950
Instructor in Chemistry and Physical Education

HENRY WARING SCHERESCHEWSKY, A.B. 1951
Comptroller

FREDERIC ANNESS STOTT, A.B. 1951
Alumni Secretary
Director of Development

PHILIP BROWNLIE WELD, M.S. 1951
Instructor in Chemistry and Physics

WILLIAM FRANKLIN GRAHAM, B.S. 1952
Instructor in Mathematics
Excusing Officer

FRED HAROLD HARRISON, A.M. 1952
Instructor in History and Physical Education
Chairman of the Athletic Department

*JOHN CLAIBORNE MCCLEMENT, Ed.M. 1952
Instructor in Mathematics

*JOSHUA LEWIS MINER, III, A.B. 1952
Instructor in Science

JAMES HAROLD COUCH, A.M. 1953
Instructor in Spanish

SHERMAN FREDERICK DRAKE, Ed.M. 1953
Instructor in Mathematics, Mechanical Drawing, and Navigation

EDMOND EMERSON HAMMOND, JR., Sc.M. 1953
Instructor in Mathematics, Physics, and Chemistry
Instructor in Mathematics, Schoolboys Abroad Program, Barcelona, Spain

LOUIS JOHN HOITSMA, JR., Ed.M. 1953
Instructor in Mathematics

ROBERT PENNIMAN HULBURD, A.M. 1953
Instructor in German
Chairman of the German Department

DALTON HUNTER MCBEE, A.B. 1953
Instructor in English
Admissions Officer

DONALD MILLER CLARK, M.D. 1954
Medical Director

ALBERT KARL ROEHRIG, Ed.M. 1954
School Psychologist

ROBERT EDWIN LANE, A.M. 1955
Instructor in Latin and Russian, Chairman of the Russian Department
Director of the Bureau of Self-Help

* On leave of absence.

THOMAS MICHAEL MIKULA, A.M. 1955
Instructor in Mathematics

HAROLD HOLMES OWEN, JR., A.M. 1955
Instructor in English
Director of the Summer Session

*THOMAS JOSEPH REGAN, A.M. 1955
Instructor in English

WILLIAM BIGGS CLIFT, JR., B.M.Ed. 1956
Instructor in Music
Chairman of the Music Department

FRANK MCCORD ECCLES, A.M. 1956
Instructor in Mathematics

RICHARD VALENTINE HEALY, P.E. 1956
Director of Physical Plant

JOHN WARD KIMBALL, A.B. 1956
Instructor in Biology

*HARRISON SCHUYLER ROYCE, JR., M.I.A. 1956
Instructor in History

GERALD SHERTZER, M.F.A. 1957
Instructor in Art

JOHN FRANK BRONK 1958
Instructor in Physical Education and Physiotherapist

GEORGE WILLIAM BEST, S.B. 1958
Instructor in Mathematics

CLEMENT MORELL, A.M. 1958
Instructor in Mathematics

FREDERIC ARNOLD PEASE, JR., B.D. 1958
Instructor in Religion

PHILIP MASON DUBOIS, Ph.D. 1959
Instructor in Physics

JOHN RICHARDS, II, M.A.T. 1959
Instructor in History

WILLIAM ABBOT MUNROE, A.B. 1960
Bursar

JAMES ALLYN BRADFORD, B.D. 1960
Instructor in Religion

GILBERT BURNETT, JR., A.B. 1960
Instructor in Biology and Science

*JOHN PATTEN CHIVERS, A.M. 1960
Instructor in German

*CARL EDWARD KRUMPE, JR., A.M. 1960
Instructor in Classics

WILLIAM LAWRENCE MARKEY, A.M. 1954-1957, 1960
Instructor in French

THOMAS REES, Ph.D. 1960
Instructor in Chemistry

FRANK DEWITT THORNTON, B.M.Ed. 1960
Instructor in Music

GEORGE HOWARD EDMONDS, Ed.M. 1961
Instructor in English

Edward Moseley Harris, S.B. 1961
Instructor in Spanish
Executive Officer, Schoolboys Abroad

Guy D'Oyly Hughes, A.M. 1961
Instructor in English

Crayton Ward Bedford, M.A. 1962
Instructor in Mathematics

Paul-Yves Colle, L. ès L. 1962
Instructor in French

Alfred James Coulthard, S.B. 1962
Instructor in Physical Education

Wayne Andrew Frederick, Ph.M. 1962
Instructor in History

Robert Andrew Lloyd, Arch.B. 1962
Instructor in Art

Joseph Marvin Randolph, A.M. 1962
Instructor in French

Charles Waldo Smith, A.B. 1962
Executive Director, The Alumni Fund

Alanson Perley Stevens, III, A.M. 1962
Instructor in German and Russian

Ellsworth Alfred Fersch, Jr., LL.B., A.M. 1963
Instructor in English

Thomas Tolman Lyons, M.A.T. 1963
Instructor in History

Barbara McDonnell, A.B., S.B. 1963
Director of the Library

Robert Rennie McQuilkin, A.M. 1963
Instructor in English

Jerome Alec Pieh, M.A.T. 1963
Instructor in History

Meredith Price, M.A.T. 1963
Instructor in English

Alexander Zabriskie Warren, A.B. 1963
Instructor in Mathematics

Peter Charles Beamish, S.M. 1964
Instructor in Mathematics and Science

Christopher Capen Cook, M.F.A. 1964
Instructor in Art

John Breckinridge Holt, A.M. 1964
Instructor in French

William Sherman Jardine, M.A.T. 1964
Instructor in Science

Gary Britten Miles, A.M. 1964
Instructor in Classics

Charles Bartlett Packard, M.A.T. 1964
Instructor in Classics

Vincent Pascucci, A.M. 1964
Instructor in Classics

Otto Heinrich Vehrenkamp, Studienrat 1964
Instructor in German

Daniel Dretzka Olivier, A.M. 1964
Instructor in English and Assistant Director, Schoolboys Abroad Program, Barcelona, Spain

Clark Alvord Vaughan, A.M. 1964
Director, Schoolboys Abroad Program, Barcelona, Spain

Philip David Perkis, B.F.A. 1964
Wingate Paine Fellow in Photography

Alan Albright, A.M. 1964
Teaching Fellow in French

Timothy Lee Buxton, A.B. 1964
Teaching Fellow in Religion

Geoffrey Taylor Freeman, A.B. 1964
Teaching Fellow in Art

Jeremy Tyler Medina, A.B. 1964
Teaching Fellow in Spanish

Charles Eliot Pierce, Jr., A.B. 1964
Teaching Fellow in English

ADMINISTRATIVE DEPARTMENTS

Correspondence with administrative officers should be addressed to them at George Washington Hall. Office hours: week days, 9:00 a.m. to 12:00 and (except Saturday) 2:00 p.m. to 5:00 p.m. Offices are closed on Saturday during the summer. Appointments should be made in advance, if possible. For information, call or see Miss Meredith Thiras, Receptionist (telephone 617—475-3400), during office hours.

HEADMASTER'S OFFICE

John Mason Kemper, L.H.D., Litt.D., LL.D., *Headmaster*
Mrs. Amy R. Robinson, *Secretary to the Headmaster*

OFFICE OF THE ASSISTANT TO THE HEADMASTER

James Ruthven Adriance, A.B., *Assistant to the Headmaster*
Mrs. Ruth A. White, *Secretary to the Assistant to the Headmaster*

ADMISSIONS OFFICE

Robert Whittemore Sides, A.B., *Director of Admissions*
Dalton Hunter McBee, A.B., *Admissions Officer*
Frederick Scouller Allis, Jr., A.M., *Director of Financial Aid*
Harper Follansbee, Ed.M., Robert Penniman Hulburd, A.M., John Richards, II, M.A.T., Albert Karl Roehrig, Ed.M., Stephen Whitney, A.M., *Interviewing Officers*
Mrs. Vivian A. O'Donnell, *Secretary to the Director of Admissions*

OFFICE OF THE DEAN OF THE FACULTY

Alan Rogers Blackmer, A.M., L.H.D., *Dean of the Faculty*

OFFICE OF THE DEAN OF STUDENTS

George Grenville Benedict, A.M., *Dean of Students*
William Russell Bennett, Jr., A.B., *Associate Dean of Students*
Kenneth Smith Minard, A.M., *Assistant Dean of Students*
William Franklin Graham, B.S., *Excusing Officer*
Peter Quackenbush McKee, Ed.M., *Scheduling Officer*
Mary Elise Waddington, *Secretary to the Dean of Students*
Frances M. Amari, *Recorder*

BUREAU OF SELF-HELP

Robert Edwin Lane, A.M., *Director of the Bureau of Self-Help*

TREASURER'S OFFICE

Henry Waring Schereschewsky, A.B., *Comptroller*
William Abbot Munroe, A.B., *Bursar*
Richard Valentine Healy, P.E., *Director of Physical Plant*
Marion E. Hill, *Assistant Bursar*
Mrs. Ann L. Hyde, *Executive Secretary*
Evelyn H. Gordon, *Director of Student Accounts*

ALUMNI AND DEVELOPMENT OFFICE

Frederic Anness Stott, A.B., *Alumni Secretary and Director of Development*
Charles Waldo Smith, A.B., *Executive Director, The Alumni Fund*
Mrs. Helen R. Bronk, *Secretary to the Executive Director, The Alumni Fund*
Mrs. Ruth P. Ellison, *Secretary to the Director of Development*

DEPARTMENT OF HEALTH

Donald Miller Clark, M.D., *Medical Director*
Albert Karl Roehrig, A.B., *Psychologist*
Mrs. Vera B. Westover, *Administrator*

Local Consultants

Douglas Malcolm Dunbar, D.D.S., *Senior Dentist*
Herman DeWilde, M.D., D.M.D., *Associate Dentist*
C. Paul Bonin, D.M.D., *Orthodontist*
Michael Angelo Gravallese, M.D., *Internist*
John Paul Holihan, M.D., *Anesthesiologist*
Milton D. Howard, M.D., *Pathologist*
Robert J. Joplin, M.D., *Orthopedist*
Richard Katz, M.D., *Pediatrician*
Richard S. O'Hara, *General Surgeon*
Nicholas D. Rizzo, M.D., *Psychiatrist*
George V. West, M.D., *Radiologist*
John F. Murphy, B.A., *Speech Therapist*
John F. Nastasi, *Optometrist*

OLIVER WENDELL HOLMES LIBRARY

Barbara McDonnell, A.B., S.B., *Director of the Library*
Mrs. Harriet F. Burkhard, A.B., *Assistant in the Library*
Sylvia A. Collin, S.B., S.M., *Reference Librarian*
Mrs. Margaret B. Towne, *Assistant in the Library*
Irene Wilkinson, S.M., *Cataloguer*

ADDISON GALLERY OF AMERICAN ART

Bartlett H. Hayes, Jr., A.B., *Director*
Christopher Capen Cook, M.F.A., *Assistant Director*
Antoinette Thiras, *Secretary and Registrar*

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

Douglas S. Byers, A.M., *Director*
Frederick Johnson, S.B., *Curator*
Richard S. Macneish, Ph.D., *Research Associate*
Nancy E. Raymond, *Secretary and Assistant to the Director*

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS

Fred Harold Harrison, A.M., *Director of Physical Education and Athletics*
John Frank Bronk, *Instructor in Physical Education and Physiotherapist*
Alfred James Coulthard, S.B., *Instructor in Physical Education*
Frank Frederick DiClemente, S.B., *Instructor in Physical Education*
Stephen Stanley Sorota, S.B., *Instructor in Physical Education*
Reagh Clinton Wetmore, M.P.E., *Instructor in Physical Education*

DEPARTMENT OF MUSIC

Wm. B. Clift, Jr., Mus.Ed.B., *Chairman and Instructor in Brass Instruments*
Lorene Banta, Ph.D., *Instructor in Organ*
Gerard Charles Bellanti, *Instructor in Accordian*
Carl E. Bochman, Mus.Ed.B., *Instructor in Drums*
George E. McKinley, B.M., *Instructor in Voice*
Albion Metcalf, *Instructor in Piano*
Roland Moore, *Instructor in Bass Viol and Classical Guitar*
William Louis Schneider, Mus.Ed.B., *Instructor in Stringed Instruments*
DeWitt Thornton, Mus.Ed.B., *Instructor in Woodwind Instruments*

SUMMER SESSION

Harold Holmes Owen, Jr., A.M., *Director*
Frederick Almond Peterson, A.M., *Assistant Director*
Mrs. Edith Jako, *Secretary*

SCHOOLBOYS ABROAD

Clark A. Vaughan, A.M., *Director of Program, Barcelona*
Edward M. Harris, S.B., *Executive Officer, Andover*
Mrs. Clark A. Vaughan, *Nurse-Secretary, Barcelona*

MONCRIEFF COCHRAN SANCTUARY

George Knight Sanborn, S.B., *Warden*

AUDIO-VISUAL CENTER

Gordon G. Bensley, A.B., *Director*
Mrs. Ruth Roehrig, *Coordinator*
Aloysius Hobausz, Puskás T. Inst. of Tele-Communication (Budapest), *Audio Technician*

ANDOVER EVENING STUDY PROGRAM

Frederick A. Peterson, M.A., *Chairman*
Mrs. Eleanor Lyons, *Coordinator*
Mrs. Edith Jako, *Secretary*

CHAIRMEN OF ACADEMIC DEPARTMENTS

Archaeology	Douglas Swain Byers, A.M.
Art	Bartlett Harding Hayes, Jr., A.B.
Athletics	Fred Harold Harrison, A.M.
Biology	Harper Follansbee, Ed.M.
Chemistry	Elbert Cook Weaver, A.M.
Classics	Alston Hurd Chase, Ph.D.
English	William Hayes Brown, A.M.
French	James Hooper Grew, D. ès L.
German	Robert Penniman Hulburd, A.M.
History	Leonard Frank James, A.M.
Mathematics	Richard Sawyer Pieters, A.M.
Music	William Biggs Clift, Jr., Mus.Ed.B.
Physics	John Sedgwick Barss, A.M.
Religion	Alfred Graham Baldwin, D.D.
Russian	Robert Edwin Lane, A.M.
Spanish	Donald Emery Merriam, A.M.

GENERAL INFORMATION

ANDOVER STUDENTS, for the most part, live together by classes in the Academy dormitories and houses. Each building is under the supervision of the resident faculty housemaster. All boys eat in their own class dining rooms in the Commons.

Juniors live in Williams Hall and Rockwell House, or in neighboring houses and cottages. Williams Hall, with its annexes, Junior House and Stott Cottage, has rooms and recreation facilities for fifty-six Juniors, who occupy single or double rooms. Rockwell House has single rooms and recreation facilities for forty Juniors. Juniors are subject to the special regulations and the particularly close supervision found helpful to boys of this age in making a successful transition from home to boarding school life. Carefully selected Senior proctors play an important part in the activities of the various Junior units.

Lower Middlers live in three of the double-entry brick dormitories and in a number of smaller houses and cottages, where they receive careful guidance but also enjoy a degree of independence suited to their increased maturity. Senior proctors are in residence in most of the Lower Middle units.

Upper Middlers and Seniors, having learned to profit from relatively great independence and freedom, are housed, with a few exceptions, in large brick dormitories by classes, where they are permitted considerable latitude in the exercise of their daily affairs. In the four newest dormitories, the resident groups are made up of an approximately equal number of Upper Middlers and Seniors, who live in the same dormitory for their last two years.

FACULTY COUNSELORS (HOUSEMASTERS)

Each Andover student is under the direct charge of a Faculty Counselor, who, for boarding students, is his housemaster. He knows the background, the character, and the standing of each of his boys and acts as his advisor in all that concerns his welfare and his happiness. The Counselor is usually the member of the Faculty most intimately in touch with the student and his parents. From time to time, he will write the parents to keep them informed of

their son's progress. Parents should feel free to write their son's counselor if they have any reason for concern about their boy's progress. They are encouraged to report to the counselor any facts that may affect the boy's work or behavior.

RELIGION

Phillips Academy is an inter-denominational school whose origin and traditions rest firmly upon a Christian faith and system of values.

Chapel services are an essential part of the Phillips Academy program and are conducted by the Headmaster, the School Ministers, students, and members of the faculty. Among the visiting speakers are leaders of many denominations. A number of college chaplains are invited to speak each year.

Attendance at chapel services is required, although on Sundays boys may choose to attend services at other Protestant or Roman Catholic churches in Andover. Students of Jewish faith may attend services in the Sylvia Pratt Kemper Chapel.

This arrangement emphasizes two sets of values: a close connection of each boy with his own denomination, and a program of worship within the life of the school built upon the common elements of our religious heritage.

In a school composed of students from diverse backgrounds, it is not possible fully to satisfy all the special requirements of different sects and denominations. Therefore no boy should apply for admission to the Academy who feels that the ritualistic practices of his own faith must be literally followed in all circumstances.

In daily chapel the effort is to develop a service that strengthens the best aspirations and insights of students, while denying to no one the right to hold fast his own faith. The school tries to develop devotion to God and reliance upon faith as a source of inspiration and strength, to confirm a boy's support of the highest values that our civilization has nurtured, and to increase his respect for and understanding of the beliefs of others.

Those who have minority religious status as well as those who have majority status are expected to work with equal eagerness toward the goals by means of which Phillips Academy endeavors to achieve harmony and unity in diversity.

CULTURAL OPPORTUNITIES

Andover has always demanded a high standard of accomplishment in the prescribed course of study. At the same time, the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary, the boys are given a chance to interest themselves in subjects which may in later life become delightful hobbies or even major pursuits and professions.

A number of distinguished men and women are invited to the Academy each year as lecturers and guest artists. During 1963-64, Mr. Fred M. Hechinger, Education Editor of *The New York Times,* delivered the Stearns Lecture. Author James Ramsey Ullman visited the school as the Hosch Lecturer. Dr. Roger Tory Peterson, author and naturalist, came to the Academy as the sixth Lana Lobell Fellow. They addressed the school assembly in George Washington Hall, visited classes, and conducted informal conferences with students and faculty. Among other distinguished guests who addressed the school at Wednesday morning assembly were Dr. Wilford B. Neptune, thoracic surgeon from the Overholt Clinic, on the effects of smoking; M. Jean Savelli, Consul General of France, Boston; Mr. David W. Kendall, Vice-President, Chrysler Corporation; and Mr. A. Keith Ellinwood, Counsellor, on the problem of alcoholism.

Among the guest artists to appear on campus were Jesus Sanroma, noted pianist, the Jose Molina Bailes Espanoles; and the Circle-in-the-Square's hit production of Dylan Thomas's *Under Milk Wood.* The thirty-sixth Sawyer Concert was given by the Virtuosi Di Roma.

A Shakespearean play, last year *Julius Caesar,* is produced annually by the Dramatic Club. A musical is produced each spring, by the school Chorus, Orchestra, and Dramatic Club; *My Fair Lady* was the 1964 choice, with a combined cast and orchestra of over 200.

THE OLIVER WENDELL HOLMES LIBRARY

The Oliver Wendell Holmes Library (1929) was given by William Cochran, class of 1895; Moncrieff M. Cochran, class of

1900; and Louise Cochran Savage. It was named in honor of the poet and physician, a member of the class of 1825.

The Copley Wing, gift of James S. Copley, P.A., 1935, designed to seat 125 at small tables and carrels, is used as an American History Reserve Book Room.

The book collection, over 80,000 volumes in the liberal arts, supports and supplements the curriculum and provides many areas for independent reading. A trained staff member is on duty at all times to help in the use of the Library and advise in choice of reading.

Particular treasures of the Library are an original elephant folio of Audubon's *Birds of America,* given by Thomas Cochran of the class of 1890; papers and books of the poet Oliver Wendell Holmes; part of the library of Guy Lowell, architect of many of the Academy's buildings; a notable collection of 259 volumes on English Public Schools; the Mercer Collection on sports; publications by graduates and memorabilia of the Academy; classics given in memory of Allen R. Benner; Early Americana given by Nelson S. Taylor, of the class of 1900; and historical map of the Academy by Stuart Travis, in the Freeman Room. Rare Vergiliana, gathered by Charles H. Forbes, and a handsomely bound collection of French literature, selected by Charles A. Parmelee, are kept in separate rooms open to all who may be interested.

Housed in the Library building are the Archives Department and a music record listening room.

THE ADDISON GALLERY OF AMERICAN ART

The Addison Gallery of American Art (1930) was established in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a small fund for additional purchases.

It is the aim of the Addison Gallery to serve as a cultural center for Phillips Academy students and outside visitors. To this end, frequent loan exhibitions are held throughout the year. Some are

directly related to the courses in the school curriculum; others are of general interest.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and offers educational opportunities to schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including nearly two thousand items, is recognized as one of the outstanding specialized collections in the country. Allston, Copley, Morse, Stuart, West, and others represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are examples by Cole, Doughty, Eakins, Homer, Inness, LaFarge, Ryder, Twachtman, and Whistler. The early part of the present century is shown in the work of such men as Bellows, Davies, Demuth, Hassam, Hopper, Luks, Marin, Prendergast, and Sloan. Recent acquisitions of contemporary paintings, sculpture, prints, drawings and photographs complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a collection of 18th Century American silver, that of the James B. Neale bequest, received in 1946, selections of furniture, glass, and textiles of the Colonial period are on permanent exhibition. Work by Calder, Lippold, Moholy-Nagy, Hofmann, Marin, O'Keeffe, Pollock, Shahn, and Wyeth is included in this latter group.

Among recent publications of the Addison Gallery are three books: "Layman's Guide to Modern Art," 1949-54; "The Naked Truth and Personal Vision," 1955, and "The American Line," 1959, all based upon special exhibits arranged in connection with the Upper Middle course in Art. All are simply written, and intended for adult as well as for student readers.

An Art Film Library of some three dozen titles was established in 1954 to serve schools and colleges in New England, as well as the Academy community.

THE ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, Class of 1857, supports research in American archaeology and maintains a museum in which its collections are displayed. They have been gathered through extensive programs of field research in the Southwest, the southeastern states, New England, and the Maritime Provinces. Under grants from the National Science Foundation and the Rockefeller Foundation, the Peabody Foundation has administered a program of research under Dr. MacNeish into the origins of native American agriculture and civilization in Mexico. A program continues in New England and the Maritime Provinces.

A decorative map of North America by the late Stuart Travis is mounted on the stairway. A model of an Indian village formerly located in Andover, and a model of a portion of the pueblo of Pecos, New Mexico, are also on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The Foundation has an extensive publication list, which is available at the museum office.

THE MONCRIEFF COCHRAN SANCTUARY

The Moncrieff Cochran Sanctuary is a sixty-five-acre tract of rare beauty and of great educational value, located so close to the center of school activity that it is in fact an extension of the campus. Landscaped areas planted with dogwood, azalea, rhododendron and laurel provide a succession of bloom that draws many visitors from late April to mid-June. A brook and two ponds attract nesting ducks and geese, and extensive natural wild areas, varied in terrain and plant life, draw many species of small land birds and provide nesting places for grouse and pheasant. Other areas are set aside for student projects such as demonstration of bird feeders; experimental plantings for attracting birds; soil studies; and raising and liberating duck, quail, and pheasant. Special paths are designed and planted to show local ferns, wild-

flowers, and trees in their natural habitats. The Log Cabin, a rustic building with a large stone fireplace, kitchen, flagstone terrace and broad lawns, provides an attractive setting for a wide variety of social events at all seasons. The Cochran Sanctuary is unusual in its ideal location and in its varied facilities for conservation, education, and enjoyment.

STUDENT ACTIVITIES

Student organizations and voluntary enterprises of various kinds are an important part of life at Phillips Academy. They may change from year to year in scope and intent, depending upon student interest. Among others, there are literary, musical, forensic, and scientific activities. Each group is under student leadership and is advised by a member of the faculty. The list which follows is intended to be representative rather than complete.

The *Phillipian,* founded in 1878, is the school newspaper. It is published every Wednesday of the school year. Students on the editorial and the business boards gain experience in writing and in business practice.

The *Mirror,* founded in 1854, is the undergraduate literary magazine, which appears several times each year. Positions on the literary, business, and photographic boards offer the profitable and interesting experience of working toward the publication of a magazine devoted to encouraging literary talent.

The *Pot Pourri* is the Academy yearbook, published after the end of each year. It contains pictures and personal information concerning all Seniors and non-returning Upper Middlers, group pictures of all school organizations, and many special features. The three boards, editorial, business, and art, offer excellent opportunities for the development of literary, business, or artistic talent. This book is the chief permanent record to which alumni turn for the account of their years at Andover.

The *Dramatic Society* is an organization for all students interested in acting, directing, stage design, scenery construction, lighting, and business managing. The major production each year is a Shakespeare play. A considerable number of modern plays, both dramatic and musical, are also presented.

One of the most important groups within the Dramatic Society is the *Stage Crew.* Carpenters, painters, shifters, electricians, and special-effects men work under a stage manager and a chief electrician. Their job is to build the sets and operate the staging for all the plays. They also prepare the school stage for assemblies and other programs in George Washington Hall.

Another branch of the Society is the *Theatre Workshop,* whose intent is to offer further opportunities for students to participate in play readings, and the production of both conventional and experimental drama. The organization welcomes lower classmen as well as Uppers and Seniors.

The language departments frequently produce plays in French, German, Latin, or Spanish. The language plays are projects of *language-interest clubs* that sponsor, in addition, illustrated lectures, motion pictures from the countries of their choice, and discussions of history and culture. Occasionally there are language tables in the Commons.

Debating and school forums are held by *Philo,* properly the *Philomathean Society,* founded in 1825. Regular meetings, held bimonthly in the faculty room, normally open to members only, provide forums for the discussion of local, national, and international issues. From time to time there are debates against visiting teams, which all students may attend. Each year Philo sponsors a prize debating contest. The organization has also sponsored visiting lecturers and discussion leaders to stimulate interest in economic, social, and political problems. Some instruction in debating technique, in public speaking, and in parliamentary procedure is offered.

Students interested in art may work in the studio of the Addison Gallery with the *Design Club.*

The *Camera Club* has a dark room in the new Arts Center, where students may develop, enlarge, and print their own photographs. In response to interest, groups meet for the discussion of fine points in the art of photography.

The *Radio Club* has a room in the basement of Evans Hall, where radio sets may be constructed and repaired. It also has facilities

for transmitting and receiving amateur broadcasts. Code and theory classes are held in response to need.

WPAA is the student broadcasting station. Members are planning to provide FM transmission in the near future.

Students who wish to construct furniture, models, or other articles enjoy the *Woodworking Shop,* which is well supplied with hand and power tools.

The *Rifle Club,* a large and active organization, gives boys who are interested in indoor rifle shooting, particularly upper-classmen, an opportunity to shoot for pleasure, for National Rifle Association awards, and in interscholastic competition. The range is in the basement of Pearson Hall.

Model Railroaders may meet in the basement of Paul Revere Hall, where a layout has been constructed.

The chemistry laboratory is open, on schedule and under supervision, to experimenters in chemistry or physics *(Science Club).* Astronomers will find both a reflecting and a refracting telescope on the campus. One of them is housed in an observatory *(Astronomy Club).* A group interested in tapes and records makes recordings of school events *(Audio Club).*

Modest lapidary equipment is on hand for those boys who are interested in gems and minerals *(Minerals Club).* Identification of minerals is another interest of this club. For the budding engineer, a 125 HP dynamometer with a Chevrolet engine on its jacks invites exploration and experiment *(Mechanics Club).* A supply of machinist's tools is available for the student mechanic.

Outings in search of Maine lobsters, the best ski trails, or another mountain to climb are the principal activity of the *Outing Club.* Canoeing, fishing, and rock climbing are also popular with the group.

The *Stamp Club* meets in the tower room of the Chapel. The club's program includes an annual prize exhibition. Philatelists are urged to bring their duplicate stamps and covers for trading.

Natural History Club The works in close cooperation with the Biology Department and the Cochran Bird Sanctuary. There are widely varied opportunities to study the animal and plant life of the region, both in the laboratory and in the field. Trips are taken to nearby points of interest. The club is licensed to carry on a bird-banding program.

The *Asia Society* has as its aim the furthering of knowledge and understanding about the peoples and nations of the East. The members meet for discussions, lectures, and films.

The *Phillips Society* seeks to see more clearly the needs and problems of people and to help meet those needs. Membership in the Phillips Society is open to any boy who wishes to participate in its program and activities.

The Phillips Society's interests are suggested by a list of some of its activities:

Receptions for new boys and for foreign students

The raising of money for Red Cross, United Fund, the Salvation Army, the Grenfell Association, national health agencies, and other organizations and projects

Conducting a program of forums, conferences, chapel talks, and discussion groups

Collection of old clothes, books, and other articles for distribution to schools and hospitals

Field trips to hospitals, factories, and recreation centers

Sunday School teaching and deputation work in the churches in Andover and vicinity.

Among the extracurricular activities in the field of music are the *Marching Band,* the *String Orchestra,* the *Concert Band,* and the *Chorus* (combining both choir and glee club), which take part in many concerts as well as in an annual musical show. Other musical organizations are the *Aces* (a dance band), and the *Eight 'n' One Octet.* A well-stocked record library is located in the *Record Room,* where recorded concerts are given from time to time.

Dances of different kinds are sponsored by various student groups. Student initiative and interest determine in large part their nature

and frequency. Dormitories often arrange informal dances with girls from nearby schools. Once or twice a term a club or a class sponsors a tea dance open to the whole school. Following Saturday afternoon athletic contests, the Student Congress occasionally opens Graham House for informal dancing and refreshments. The two-day Spring Prom in May is the climax of the social season.

ATHLETICS AND PHYSICAL EDUCATION

Athletics and physical education are important at Andover. The physical education, intramural, and interscholastic programs involve every student; participation is required. The objective is development by each boy of his physical capabilities and of such qualities as courage, self-confidence, self-discipline, and self-control.

Each new boy must take a swimming test; non-swimmers must take special instruction until they meet minimum standards of proficiency. During his Junior year, every boy takes two hours a week of physical education in addition to his regular afternoon program of athletics. The morning program of swimming, track, and gymnastics attempts to develop early in the boy's career the self-confidence and physical skills essential for successful participation in the more advanced phases of the program. Standards of performance are based on the individual's own physical capacity.

The intramural and interscholastic programs provide competition at all levels in seasonal sports. Outside games are scheduled with neighboring high schools, preparatory schools, and college freshmen. During the fall, the sports offered are football, soccer, gymnastics, rowing, cross country, and tennis; in the winter, basketball, swimming, hockey, wrestling, squash, track, and skiing; in the spring, baseball, tennis, golf, track, rowing, lacrosse, and life-saving.

The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports. The Medical Director's services, however, will be rendered and infirmary care provided without charge except for illnesses and accidents covered by the Andover Student Sickness and Accident Insurance Plan and by family insurance.

The Medical Director and the Athletic Department strongly

advise parents to provide boys who wear glasses with shatter-proof lenses, not only to minimize danger of injury in athletics but also to avoid loss of study and reading time.

See page 34 regarding athletic equipment

HEALTH SUPERVISION

Under the supervision of the Medical Director, every effort is made to improve each student's health, to prevent disease, and to diagnose and treat illnesses and injuries. Before school opens, every student is asked to have a general physical examination by his family physician as well as certain screening laboratory procedures, tetanus toxoid, typhoid-paratyphoid injections, smallpox vaccination, and polio vaccine. His family is asked to answer questionnaires that may reveal significant symptoms or illnesses.

Immediately after the student's arrival at the Academy, a physical examination is done by the school physicians; complete dental and lung x-rays are taken, and careful ear and eye examinations are made. Tests for speech defects, reading speed, and language disability are completed. The full-time Medical Director and his associate, with the assistance of several consultants associated with the Medical Department and representing various fields, then correlate all information. By this means it may be possible to form an accurate estimate of the student's physical status and the ease with which he may be expected to adjust to the school environment.

The Isham Infirmary-Hospital is an eighty-two bed institution accredited by the Joint Commission on the Accreditation of Hospitals. The Isham Infirmary-Hospital has a modern x-ray department, a clinical laboratory and a full-time x-ray technician. A well-equipped physiotherapy unit is under the direction of a qualified physiotherapist. Graduate nurses are in residence throughout the school year. The Isham Infirmary-Hospital is equipped to care for most serious medical and surgical emergencies as well as many other diseases and conditions commonly encountered.

Illnesses and injuries are treated when feasible by the Medical Director or his associate. If highly specialized care is required, local staff consultants and hospitals or Boston physicians and nationally known medical institutions are employed forthwith.

Minor illnesses are reported to the parents by letter. Conditions that require treatment under general anesthesia or approach major proportions are reported by telephone to the student's family by the Medical Director as soon as a working diagnosis has been established.

The dental staff consists of three dentists representing the fields of dental surgery, general dentistry, and orthodontistry. There is a full-time dental hygienist. The fields of psychiatry and psychology are represented by a part-time psychiatrist and a full-time psychologist.

The Trustees' Infirmary-Hospital Committee meets with the Medical Director every three months to discuss policies of health and administration.

DAILY SCHEDULE

Chapel	7:50 A.M.
Recitation hours	8:12 A.M. to 12:50 P.M.
†Athletics	2:00 P.M. to 4:00 P.M.
*Recitation hours	4:13 P.M. to 6:00 P.M.
Evening study hours begin	8:00 P.M.
‡Sunday chapel service	11:00 A.M.

WORK PROGRAM

The Phillips Academy work program, in which every boy takes part, has two objectives: to train boys to do useful work well and to reduce the operating costs of the Academy. Under the supervision of members of the faculty, the work program has become an essential part of the democratic life of the Academy.

The work program has three phases: (a) the daily care of dormitory rooms and corridors, under the direction of housemasters, (b) work in The Commons, to which all boarding students are assigned for two or three (non-consecutive) weeks during the year, and (c) supervised work on the grounds or in the buildings of the school.

† The time for athletics varies with the team, the sport, and the season.
* Wednesday and Saturday afternoons are half-holidays.
‡ Vespers at 5:00 p.m. during the Winter Term.

GRADES AND REPORTS

Reports of the student's grades are sent to the parents or guardian twice a term. Grades are based on the results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

Counselors' reports are sent to parents at least twice a year.

DISCIPLINE

Phillips Academy seeks to help boys develop desirable attitudes and habits so that they will be sound and healthy individuals and good citizens of their community. The Academy bases its disciplinary policy on the assumption that each boy will, at all times and places, conduct himself as a gentleman. The Academy tries to inculcate in a boy personal integrity, responsibility for his behavior, self-control, and a sense of individual purpose. It believes that discipline should foster clear, independent thinking, good judgment, and sound scholastic achievement. In each boy, from the beginning of his career in Andover, the Academy aims to cultivate a sense of just pride in his school and of responsibility to an orderly society. The school has made its rules in accordance with these principles.

The school expects boys to occupy themselves with their studies and other school work during all study hours. A student is expected to meet all fixed appointments, such as recitations, daily chapel or assembly, Sunday chapel, required athletics, and study hours. All appointments immediately preceding and following vacations and holidays the School considers especially important. Six unexcused absences in a term render a boy liable to discipline, as does an accumulation of demerits.

A student renders himself liable to dismissal if he is guilty of dishonesty, of gambling, of possessing or drinking alcoholic beverages, if without permission he is absent from school bounds or from his dormitory between 10 p.m. and 5 a.m., or if he is anywhere or at any time guilty of conduct unbecoming a gentleman.

Students may not possess, rent, or drive any motor vehicle within bounds, nor may they possess or use firearms or explosives of any sort, except as authorized under the rules of the Academy Rifle Club. During 1964-65, Seniors will be permitted to smoke at

certain times and places. Beginning with the school year 1965-66, no student may smoke. Only day students may use bicycles. Only Seniors and Upper Middlers may have radios in their rooms; radios and television sets are available for the use of others in the common rooms of each class and in certain dormitory common rooms.

OUT-OF-TOWN EXCUSES

Students whose scholastic standing is satisfactory may with permission take two out-of-town excuses a term. Seniors are allowed five if they are passing all courses.

ROOM EQUIPMENT AND CLOTHING

The Academy provides each student with bed, mattress, pillow, bed linen, chiffonier, desk, desk-chair, and easy chair. In double rooms they are provided for each occupant.

All boys are required to wear coats and neckties to recitations, meals, chapel, and assembly. Various sport combinations, including clean khaki trousers, are permitted; but a suit with a white shirt and appropriate socks and shoes is required for Sunday church and other formal occasions. *All wearing apparel and personal effects should be plainly marked with the student's name.*

Protective athletic equipment is furnished by the Academy. Each student is urged to bring along whatever other equipment he already possesses, but not to buy new equipment, since substantial savings can be made on purchases through the Athletic Department. All scholarship boys will be able to buy athletic shoes at half price. Every student is required to own a pair of high quarter sneakers.

The Academy does not issue a detailed list of necessary equipment, but in addition to the above, the following are suggested:

Two or three blankets or the equivalent
Warm overcoat or jacket for the winter months
Overshoes and rubbers for the winter months.

The Academy is not responsible for the loss of a student's clothing or personal effects, either during term time or when stored over vacation, unless deposited in the student storage center.

COLLEGE MATRICULATION OF THE CLASS OF 1963

College	*No. of Students*	*College*	*No. of Students*
Amherst	3	Nebraska, University of	2
Antioch	1	North Carolina, University of	7
Arkansas, University of	1	Northwestern	1
Boston University	1	Oberlin	1
Bowdoin	2	Occidental	2
Brown	5	Pennsylvania, University of	6
California Tech.	1	Princeton	12
California, University of	2	Reed	1
Cambridge University G. B.)	1	Stanford	13
Colgate	1	Texas, University of	1
Colorado College	1	Trinity	1
Columbia	4	Tufts	5
Cornell	4	Tulane	1
Dartmouth	5	Union	1
Denver, University of	2	U.S.A.F.A.	1
Duke	2	U.S.M.A.	1
Georgetown	2	U.S.N.A.	1
Hamilton	2	Vanderbilt	2
Harvard	38	Vermont, University of	1
Holy Cross	1	Wake Forest	1
Johns Hopkins	1	Washington University	2
Lake Forest	1	Washington & Lee	2
Lawrence	3	Western Reserve	3
Lehigh	1	Williams	4
McGill	1	Yale	32
M.I.T.	1		
Massachusetts, University of	2	Total	195
Michigan State	1	Total Institutions	54
Michigan, University of	1		

FINANCIAL

A large part of the Academy's operating income is from the investment of its endowment funds. These funds have made it possible for many years to charge an inclusive fee lower than the cost of a student's education and maintenance and, in addition, to make scholarships in varying amounts available to worthy and qualified students. Thus it can be said that all students, regardless of the fee paid or the scholarship earned, have benefited by the endowment funds.

Few patrons of the school in recent years have met the full cost of their sons' Andover education. The total annual cost to the Academy for each student is currently in the neighborhood of $3,600. Of this figure, $1,800 is met by the inclusive fee, leaving a considerable balance to be met by the income from invested funds, by gifts from alumni, and from other sources.

Tuition Charges

The tuition for boarding students is $1800; for day students (who must live in the Greater Lawrence area) $1000: one half payable on October 1 for Fall Term, one fourth on January 1 for Winter Term, and one fourth on April 1 for Spring Term. Adjusted bills for scholarship students are payable on the same basis. An alternative to the above method of payment is offered, whereby tuition may be paid in ten equal monthly installments starting September 1 and ending June 1. A service charge of ten dollars is made for this accommodation. Each student, when assured of admission, is required to make a deposit of $50, which is credited on his first bill.

The tuition charge of $1800 covers instruction, board, room (including furniture and bed linen), physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and the authorized entertainments at George Washington Hall, including the Saturday evening motion pictures.

It does not include charges for tutoring, Language Training, special instruction in music or athletics, dental care, a medical fee of $15.00, health insurance, personal laundry, textbooks, dues to school organizations, or breakage and damage to school property.

Bills for items not included in the regular school charge may be rendered at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Comptroller. Classroom privileges may be denied to students whose bills are not settled when due.

No rebate for the term in which he leaves will be made to a student who for any reason is dismissed or withdrawn.

A student otherwise eligible for return in a given school year will not be allowed to register if his school account for the preceding year has not been paid in full.

The diploma of the Academy will not be awarded to a student whose school account is not paid in full by the date of graduation.

Breakage Deposit

Each student is required to make a deposit of $25 to cover breakage and other incidental obligations that may be incurred

during the school year. The deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. The balance remaining after charges for breakage have been deducted will be refunded after the close of the fiscal year, June 30, or credited on the first bill for the following year.

Student Health and Insurance Program

All ordinary illnesses and injuries under the classification of "home care" are treated at the Isham Infirmary-Hospital by the Medical Director and his staff and are covered by the required medical fee of $15.00.

Parents are, however, responsible for the cost of medical services for the care of illnesses and conditions for which they would have been responsible had the student been treated by his family physician in his own home or hospital. The family sickness and accident insurance policy, or a personal policy of the Blue Cross-Blue Shield type covering the student, will meet most of such Isham Infirmary-Hospital care.

Additional cost to parents of the broad medical services necessary for the student is met by the Andover Student Sickness and Accident Insurance Plan, which provides coverage over the full twelve-month period, twenty-four hours a day, on campus and off. It pays up to $650 for each accident or illness that requires treatment by physicians or hospital admission *outside the school.* The cost is $15.00 for all students.

Parents are strongly advised to take advantage of this low-cost-health insurance plan even though the student has in force a personal sickness and accident policy, since the benefits of the Andover Student Sickness and Accident Insurance Plan are payable *in addition* to any benefits a student may obtain under any personal policy. Not infrequently the coverage from all policies is necessary to meet the total expenses of a protracted or involved illness.

The rates established for the Student Medical Fee and the Andover Student Sickness and Accident Insurance Plan are for the school year 1964-1965 and are subject to change for the following year.

Extras

As a rough guide to parents in budgeting for the total expected expenses of each academic year, the following low-average approximations of extras are given.

Laundry (if done locally)	$25.00 to 90.00
Pressing and cleaning	15.00
Books and supplies	40.00
Dues, publications, and charitable contributions	20.00
Medical fee (required)	15.00
Health insurance (optional)	0 or 15.00
Breakage deposit (refundable)	0 to 25.00
Miscellaneous, including spending money	110.00
	$223.00 to 330.00

Spending Money

Parents or students may open an account at the Treasurer's Office for personal expenses during the school year. Students are urged not to keep large amounts of cash in their possession or in their rooms.

Financial Aid (*See page 42 for basic policy*)

Scholarships vary in amount according to the applicant's need, ranging from $500 to the full amount of $1800. In addition to the scholarship award, part of the cost of travel (within the continental limits of the United States) is borne by the school when a scholarship student lives more than about 400 miles from Andover. The travel allowance amounts to the cost of three round-trip railroad coach tickets, less $25 a trip. It is paid to the parent upon request after each trip.

Families whose need is not great but who, in the judgment of the Admissions and Scholarship Committee, are entitled to some financial assistance, will receive aid in the form of a loan. Such loans will not bear interest while the boy is at Andover, but interest at the rate of 3% per annum will be charged from the time of his graduation. Under normal circumstances repayment of the loan starts four years after the boy's graduation from Andover, at a

time when, presumably, he has finished college. Normally, all awards of $500 or less will be made as loans. In some special cases loans for larger amounts may be arranged; in others, the award may occasionally be part outright grant and part loan.

The Committee requires the parents of all boys applying for financial aid to submit a complete report of their financial condition, which is kept confidential. All boys on the Scholarship List are expected to maintain academic records compatible with their ability and to show by their general record at Andover that they are aware of, and deserve, the opportunities that they enjoy.

Every scholarship boy is expected to perform some useful service for the school in partial return for the aid he has received. Accordingly, the Bureau of Self-Help exercises control over all student employment, such as campus concessions and work in the various departments of the school. The revenue anticipated from such work is included in the overall scholarship budget. Although the boy can, in addition, find odd jobs about the school that will help him with his pocket money, he should not expect to earn any significant sum.

A wide range of prizes is open for competition. A complete description of each prize, together with the names of last year's winners, appear on pages 79-88.

THE ANDOVER SUMMER SESSION

Dating from 1942, the Andover Summer Session (six weeks), now co-educational, is an integral part of Phillips Academy. In 1964 its enrollment was 363 boys and girls; the faculty numbered 77. The ideal of the Summer Session is to be a national public summer school. Ranging in age from thirteen to eighteen and coming from most of the fifty states and from many foreign countries, the students have widely diverse geographical, economic, and social background. A few of them, already admitted to the regular session, are strengthening their preparation. The great majority, some already admitted to college, come to the Andover Summer Session from public high schools to combine the experience of boarding-school life with the opportunity for serious study in a field of special interest. Scholarship and travel grants are made on the basis of need.

The purpose of the Andover Summer Session is to provide an opportunity for serious study to able and qualified students. Some courses, such as beginning language courses, concentrate on the acquisition of basic skills in a conventional manner. Many courses, wholly unlike those offered in the regular secondary-school curriculum, offer an academic experience in depth that cannot be obtained otherwise. A special feature of the Summer Session is that no academic credit is offered for any course, and little emphasis is placed on grades. A student normally takes 18 course hours a week: a major course meeting twelve hours a week, and a minor course in English composition meeting six hours a week. In addition, a particularly able student may elect an optional six-hour minor course.

The twenty-third annual Andover Summer Session will open on Wednesday, June 30, 1965, and will close on Thursday, August 12. The Summer Session publishes its own catalogue, which may be obtained by writing to the Director of the Summer Session, Phillips Academy, Andover, Massachusetts.

THE SCHOOLBOYS ABROAD PROGRAM

The Schoolboys Abroad Program, conducted during the school year in Barcelona, Spain, is an integral part of Phillips Academy. Its purpose is to provide for qualified secondary school Upper Middlers (11th graders) a year of intensive study of the Spanish language and culture, while at the same time they carry a full academic program. The Program is open to boys from any recognized secondary school. If the student satisfactorily completes the course, it is expected that he will return to complete his Senior year at the school he was previously attending.

Candidates must have completed a minimum of two years of study of secondary school Spanish. The curriculum of the Program parallels that normally available in college preparatory schools in the United States (with the omission of laboratory science). The courses in European History, Spanish Language, and Modern Spanish Literature are taught entirely in Spanish by three outstanding native teachers. The remaining courses are taught in English by two experienced members of the faculty of Phillips Academy, Andover. One of the chief objectives of the Spanish courses in particular, and of the program as a whole, is thorough preparation

for honors work in the Senior year. Such preparation is ideally suited for those boys whose interest in Spanish is such that they may seek Advanced Placement in that subject.

Courses are conducted in facilities of the Instituto de Estudios Norteamericanos, Via Augusta, 123, Barcelona, Spain. The boys live individually in Spanish homes throughout the city.

ADMISSIONS

GENERAL POLICY

PHILLIPS ACADEMY assumes that no boy will be deterred from applying for admission because his family is unable to pay the full cost of an Andover education. The Constitution of the Academy states, "This Seminary shall be ever equally open to youth of requisite qualifications from every quarter." With this principle in mind, the Admissions and Scholarship Committee selects each year from approximately seventeen hundred candidates the two hundred and sixty most promising and deserving boys, even though many of them are unable to pay the full $1800 all-inclusive fee. The academy calls this its "M. Q." or "Most Qualified" program. Thanks to the generosity of a large number of alumni and other friends, nearly $300,000 is available in 1965 to provide financial assistance for those who are judged eligible strictly on the basis of need.

The basic requirements for admission to Phillips Academy are evidence of sound character and a strong school record. Other considerations are personality, breadth of interest, geographical distribution, date of application, and performance on the Secondary School Admission Tests (see page 44). Of considerable importance also is his relative physical, social, and emotional maturity. Because the Academy receives applications from many more qualified boys than it can admit, it must make selections on a competitive basis, with emphasis on character, personal qualifications, and promise.

The closing date for receiving applications (except for postgraduate candidates) varies from year to year. In 1964 it was January 20. Strong priority is given to those candidates who complete the full admissions procedure by January 1. It is particularly important to take the December 12, 1964 administration of the Secondary School Admission Tests.

Boys are admitted annually to each of the four classes. The best class for a boy to enter depends on his own maturity and needs. Experience indicates that success depends not on the class entered but on a boy's readiness and commitment.

A limited number of postgraduates are admitted each year. They are treated in all ways as full-fledged members of the Senior Class.

Financial Aid

The basic policy is described above. See page 38 for details.

PROCEDURE IN APPLYING

For priority consideration, applicants must by January 1 of the year of proposed admission:

1. Have a personal interview.
2. Complete all forms described below.
3. Take the Secondary School Admission Tests (College Board Scholastic Aptitude Test for Senior Class candidates).

Application Forms

In applying for admission to the Academy, the parent or guardian should submit the Preliminary Application Form and Geographical Card at the back of this catalogue.

A fee of $10.00 is required of all candidates. A check or money order, payable to the Trustees of Phillips Academy, should accompany the application. The fee is not returnable.

On December 1st before the September of proposed admission, a *final* application form is sent to each parent or guardian who has filed a preliminary application. After completion of the first part by the parent or guardian, the application should be submitted to the principal of the school being attended by the applicant, with the request that it be completed *entirely* and returned directly to the Phillips Academy Admissions Office as soon as possible. Since applications received after January 1 do not receive the highest priority, parents must be sure that the school does forward the application promptly.

Personal Interview

An interview is required of all candidates. The interview should take place by December 15 of the year prior to intended matriculation. If a candidate cannot arrange to visit the Academy, he or his

family should make an appointment with the most conveniently located Alumni Representative, as listed starting on page 96 of this catalogue. In either case, appointments should be made in advance, preferably by telephone when distance is not great. Attention is called to the Academy office hours listed on page 17. Calls made to the Admissions Office should be directed to the Secretary to the Director of Admissions at 617—475-3400. In order to provide ample time for the decision-making process, it may not be possible to grant interview appointments at the Academy between January 15 and March 15. Appointments with an alumnus should be made directly with the man himself, not through the Academy office.

In the event a candidate is unable to fulfill the interview requirement either in Andover or with an Alumni Representative, he should write the Admissions Office for instructions.

Letters of Recommendation

Along with the final application blank, three Confidential Recommendation Forms will be sent to the parent or guardian. The blue form should be given to the boy's current English teacher, the yellow to his current mathematics or science teacher, and the white to his last year's English or social studies teacher. When completed, the confidential recommendations should be returned *by the writers* directly to the Admissions Office in stamped, addressed envelopes supplied by the candidate.

Additional reference letters from any source are welcome, but are not required.

Student Questionnaire

Each applicant is asked to complete a detailed questionnaire supplied with the final application form. He will be given the opportunity to enumerate the group (and individual) activities in which he has taken part. Among other things, he may be asked to write a paragraph or two on some assigned topic. He should not receive any help in meeting this requirement. The questionnaire should be sent promptly to the Admissions Office, but separately from the final application form.

Admission Tests

Candidates for the Senior Class must take the College Board Scholastic Aptitude Test, preferably the current December or

January series, and request the College Board in writing *after* the test date to send Phillips Academy the results of *all* Board tests taken. A check or money order for $1.00 should accompany the request.

All other applicants are required to take the Secondary School Admission Tests in the year of candidacy, regardless of whether or not they have taken them previously. For 1965, the tests will be administered by the Educational Testing Service at centers all over the world on Saturday, December 12, 1964. The tests are given also on February 6 and April 3, 1965, but the Academy can hold out little hope of providing room for boys who take them in February, and no hope at all for those who wait until April. The February and April dates can be used to provide a "trial run" for 1966 candidates.

Each applicant must complete a special form (supplied with the "Bulletin of Information for Candidates") and be sure that it reaches the Educational Testing Service by the deadline dates listed in the Bulletin. The cost is $7.00 ($10.00 for candidates at foreign centers), payable to the Educational Testing Service. A "Bulletin of Information for Candidates" will be sent to all 1965 candidates who have filed the Preliminary Application Form. Other applicants may obtain them by writing to Secondary School Admission Tests, Educational Testing Service, Princeton, New Jersey.

Special preparation or tutoring for the admission tests is neither necessary nor advisable. Sample tests are not available, but the "Bulletin of Information for Candidates" contains a few typical questions.

Action and Deposit

By agreement with a number of schools, candidates will not receive official notice of admission earlier than February 15, and parents will not be required to confirm the admission, by deposit or otherwise, before March 15. However, as soon as a boy hears favorably from his first-choice school he is strongly requested to notify immediately that school and all others to which he has applied. This action will enable schools to release more letters of admission to waiting candidates.

Phillips Academy candidates for 1965 may expect notification of action as soon as possible after February 15, and certainly by March 15, on all fully completed applications. Successful candidates who decide to accept their admission are required to pay a non-returnable deposit of $50.00 (to be credited on the first school bill).

It should be understood that admission is contingent upon maintenance of a thoroughly satisfactory school record in every respect.

Placement Examinations

Applicants who have been admitted to the Academy, and who have thereafter paid the required deposit, will normally be expected to write subject-matter placement examinations on or about Friday, May 14. The Admissions Office may exempt boys with outstanding records and Secondary School Admission Test results from all or part of this requirement. Those who do not live within commuting distance of Andover may write the examinations at their local schools. Eighth and ninth grade boys attending independent schools that belong to the National Association of Independent Schools and use its papers as regular final examinations may substitute them for the Academy's placement examinations.

Preparation for the Placement Examinations

While no special preparation for the admission tests is expected, outside study or tutorial assistance in anticipation of the placement examinations will usually be helpful. Sample placement examinations are supplied without charge by the Admissions Office upon receipt of the fifty-dollar deposit confirming acceptance of admission. Each sample examination lists the topics to be covered in preparation for the examination.

As a further aid to candidates for placement in the two lower classes, and to those upper class candidates who are currently studying the first year of Latin, French, Spanish, or Russian, the National Association of Independent Schools, 4 Liberty Square, Boston 9, Massachusetts, publishes each year, for $2.00 postpaid, a pamphlet entitled "*Definition of the Requirements for 19—.*" The pamphlet contains detailed subject-matter requirements in English,

Mathematics, Latin, French, Spanish, and Russian for use in grades six through nine. The standards parallel closely those of Andover. The previous year's examinations in each subject at each level are included.

The proper use of the National Association of Independent Schools pamphlet should enable parents to determine well in advance whether their boys are receiving adequate preparation for the Academy. Please note that Phillips Academy encourages but does not require the study of a foreign language in grades six through eight.

Room Assignment and Matriculation Notices

Rooms are assigned to incoming students in early August, in the order in which their admission applications are filed. A notice regarding the opening appointments of the school year, together with various required forms, is sent in August to the parents or guardians of all successful applicants.

Parents are referred to the section on Health Supervision (pages 31-32 for the Academy's regulations regarding immunization against certain infectious diseases.

PLACEMENT REQUIREMENTS FOR EACH CLASS

The examinations ordinarily required for entrance to the four classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

Junior Class

Boys of good scholastic ability and achievement should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Attainment in their studies will be estimated from placement examinations in English* and mathematics.* Normally, the mathematics examination will cover arithmetic and some elementary algebra, but a boy whose eighth grade course is a standard first-

* Instead of its own placement examination, the Academy accepts certain examinations of the National Association of Independent Schools for candidates from those independent schools that make use of the Association's papers at the end of the school year.

year, high-school algebra course should write instead the paper for entrance to Mathematics 2.

Some acquaintance with a foreign language is helpful, although not essential. Boys who are currently studying one should write the appropriate placement examination.*

Lower Middle Class

For entrance to the regular work of the Lower Middle year, placement examinations are required in algebra,* in English,* and in foreign languages* currently being studied. The work is described on pages 54-78. In most instances the courses offered at Phillips Academy in the Junior year (ninth grade) cover considerably more ground than those given elsewhere at the same level. For this reason applicants are advised to note carefully the description of the Academy's Junior courses, and the sample examinations for entrance to English 2, Mathematics 2, and the second year of the appropriate foreign language, which will be sent upon request without charge. Extra preparation may be advisable. Credit for the History and Science of the Junior year may be granted on the school record without examination.

Upper Middle and Senior Classes

Successful candidates for the Upper Middle and Senior Classes will write the Academy's placement examination for entrance to English 3 or English 4. Placement examinations for entrance to the second- and third-year levels of a foreign language will be required of candidates planning to continue the language at the Academy. Examinations in other subjects may be required, depending on the courses taken and the quality of the applicant's record. Candidates must secure credits, by examination or certification, that cover the work of the Academy's lower years. Candidates who have taken College Boards should request the Board in writing *after* the test date to send the results to the Phillips Academy Admissions Office. A check or money order for $1.00 should accompany the request.

* Instead of its own placement examinations, the Academy accepts certain examinations of the National Association of Independent Schools for candidates from those independent schools that make use of the Association's papers at the end of the school year.

Postgraduate Students

A limited number of well qualified secondary-school graduates are admitted each year. They must take the College Board Scholastic Aptitude Test, preferably the current December or January series, and request the College Board in writing *after* the test date to send Phillips Academy the results of all Board tests taken. A check or money order for $1.00 should accompany the request.

COURSE OF STUDY

THE CURRICULUM of Phillips Academy combines a required core of studies believed to be fundamental to a liberal education and elective courses designed to fit the special needs and interests of the individual student. The total program normally includes four years of English, three years of mathematics, three years of one foreign language, a year of American history, a year of a laboratory science, one course in art or music, one course in the Bible, and four or five additional courses. Instruction is given in all subjects required for entrance to higher institutions, whether liberal arts or technical.

Classroom groups are small enough to permit individual attention, and students are placed in sections fitted to their attainment. Honors and advanced courses offer particularly able and well-prepared students opportunity to progress at a rate commensurate with their ability and ambition. Most departments offer courses beyond the level of preparation for college.

For full membership in a given class, students should have credit for the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one major course.

Every boy is assigned to a Class Officer, who advises in the selection of courses designed to meet Andover's diploma requirements, college entrance requirements, and the student's particular interests. The Class Officer also recommends such subsequent changes as are necessary or advantageous. It is highly desirable that, before conference with the Class Officer, students and parents acquaint themselves as fully as possible with the Academy's basic requirements and with the possibilities of its flexible program. Also, all applicants, and especially those for the Upper Middle and Senior classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

Two additional descriptions of the Andover curriculum, namely, "Planning a Program of Studies at Andover" and "The Andover Honors Program," are available upon request.

See pages 54-78 for descriptions of all courses.

DIPLOMA REQUIREMENTS

The diploma requirements for students entering Phillips Academy for the full four years are indicated below. Certain modifications are permitted for boys entering after the Junior year (9th grade). The Admissions Office will welcome inquiries concerning specific requirements for such boys.

4 units of English
3 units of mathematics
3 units of one foreign language, either ancient or modern
1 unit of history, normally American
1 unit of laboratory science
*½ unit of ancient history in the Junior year
*½ unit of elementary science in the Junior year
3 units of elective courses
Bible in the Lower Middle year
Art or Music in the Upper Middle year
An elective minor in the Senior year

In addition, candidates must pass all courses in their Senior year even though they may be ahead in units.

Qualified boys are allowed to substitute a fifth major course for Bible, Art or Music, and the Senior minor elective.

THE NORMAL FOUR-YEAR PROGRAM

Junior Year (9th grade)	*Periods a week*
English 1	5
Mathematics 1	5
Foreign Language 1	5
History 1	3
(or a second foreign language replacing History and Elementary Science)	
Elementary Science	3
Total	21

* Qualified boys may take a second foreign language in place of these two minor courses.

Lower Middle Year (10th grade)	*Periods a week*
English 2	4
Mathematics 2	4
Foreign Language 2	5
*Elective (major)	4 or 5
Bible 1	2
Total	19–20

Upper Middle Year (11th grade)	
English 3	4
Mathematics 3	5
Foreign Language 3	4
*Elective (major)	4 or 5
Art or Music	2
Total	19–20

Senior Year (12th grade)	
English 4	4
History 4 (American)	5
*Elective (major)	4 or 5
*Elective (major)	4 or 5
Elective (minor)	2
Total	19–21

Elective Majors

English 5
Greek 1, 2, 3, 4
Latin 1, 2, 3, 4, 5
French 1, 2, 3, 4, 5, 6
German 1, 2, 3, 4, 5
Spanish 1, 2, 3, 4, 5
Russian 1, 2, 3, 4,
Chinese 1
Chinese 2
Japanese 2
Biology
†Chemistry
†Physics
†Mathematics 4
†Mathematics 5
†Mathematics 6
†Art Major
†Music Major
†Religion
†History 3
‡History 2

No credit is given for less than a two-year sequence in any foreign language.

* One elective major in three upper years must be a laboratory science. If a second foreign language was begun in the Junior Year, the elective in the Lower Middle Year must be the second year of that language.

† Normally for Upper Middlers and Seniors only.

‡ Not permitted after the Lower Middle year.

Elective Minors (ordinarily for Seniors only)

Advanced Art
Anthropology
Bible 2
Biology S
Chemistry
Chorus
Concert Band
English 5: Composition
Ethics
French
German
Greek
Harmony
Instrumental Lessons
Introduction to Asia
Philosophy
Physics
Politics of International Relations
Public Speaking
Spanish
Studio Art
Trigonometry
Latin
Mathematics L
Mathematics S
Mechanical Drawing
Music Appreciation
Navigation
Orchestra

Special Courses

Special courses designed to cover the work of two years in one are open to properly qualified Juniors in mathematics, French, and Latin; and, to Seniors, in German, French, Greek, Russian, and Spanish.

Honors Courses and Advanced Placement

The Andover curriculum offers honors courses in most departments. It also provides special programs in mathematics, Latin, and the modern foreign languages, designed to cover four years' work in three or five years' work in four, and a two-year honors sequence in the physical sciences. The honors programs are open, on invitation of the departments, to especially able and ambitious students.

A large number of Andover students take College Board Advanced Placement Tests in May to establish advanced placement in college courses or credit towards the college degree.

Independent Projects for Seniors

With the approval of a faculty committee, a Senior may undertake a special project of independent work under the supervision of a member of the faculty in one of three ways: (1) for the Winter or Spring Term, in place of required athletics, (2) for the Spring Term, in place of the Senior elective minor, or (3) for the whole year, in place of the Senior elective minor.

DESCRIPTION OF COURSES

ANTHROPOLOGY (See *Science*)

ART

The courses in Art are organized to develop the visual perceptions of all students. The basic course, Studio Art, is normally taken by a boy in his Upper Middle year. He will have the opportunity in his Senior year to pursue his interests in an elective course. Occasional reading assignments, illustrated lectures, and original works of art displayed in the Addison Gallery complement the experience of class and studio.

Studio Art. Two hours. In its emphasis on observation, interpretation, and organization, the course is designed to supply the basis for a critical understanding of contemporary surroundings. Four hours of class work count for two hours credit, with no outside preparation required. Along with continuous drawing exercises and a brief historical survey, the student receives in successive terms two hours a week of experience in photography and three-dimensional construction. Previous experience in art is not required.

Art Major. Four hours. The course includes the Advanced Studio course and, in addition, two hours of lecture and discussion in the history of American Art. It allows a student to combine an interest in the practise of art with an interest in thinking and talking about American culture as a supplement to the regular course in American History.

Advanced Studio. Two hours. Meeting four hours a week in the studio, the course gives the student a chance to pursue interests he may have developed in Studio Art or elsewhere. Such interests may fall into the categories (more fully described below) of painting or drawing, sculpture, photography, architecture, or furniture design and construction. The student has the option of studying each art form for a minimum of one term, although most students prefer to stay with one discipline for the entire year. Studio Art is a prerequisite.

Painting. The student may develop expression in any medium of two dimensional design, such as oils, watercolor, collage, drawing. In addition, he is required to perform occasional exercises in an assigned medium (*e.g.*, tempera and gold-leaf). He receives constructive criticism from a practising painter.

Architecture. A brief introduction to perspective sketching and drafting techniques leads to an attack through assigned problems on some

of the elements of architectural design: functional planning, structural articulation, and the overriding problem of relating function and form to human sensibilities. A chance for the student to combine practical interests with an aesthetic and technical discipline.

Furniture Design. Combines all the disciplines related to architecture and applies them to objects we use rather than spaces we use, with the added experience of techniques of furniture construction in the shop with a design point of view related to sculpture.

Sculpture. Offers an opportunity to work in materials available to the sculptor today, such as wood, stone, metal, plastics, plaster. It is, therefore, possible for the student to develop into sculpture concepts already begun in Studio Art, as well as ideas drawn from his own experience. Individual criticism is stressed. A collaborative project with the architectural students is usually arranged in the Winter Term.

Photography uses techniques learned in Studio Art to continue work on individual projects, such as the photographic essay, development of one subject idea, study of lighting, presentation, or still-life material.

ASIA: AN INTRODUCTION (See *History*)

BIOLOGY (See *Science*)

CHEMISTRY (See *Science*)

CHINESE (See *Modern Foreign Languages*)

THE CLASSICS

The courses in Greek and Latin are arranged to provide a four-year course in Greek and a five-year course in Latin. The Department hopes that a number of boys with Classical interests will elect four years of one language and three of the other. However, the pressure of modern times must make it advisable for most boys to take one ancient and one modern language. Such boys may elect either Greek or Latin in their first year. Those planning on a general education, on the advanced study of Romance languages, or on entering the Law, will naturally prefer Latin; but boys interested in literature, archaeology, philosophy, or medicine, might well choose Greek as their ancient language. It is no more difficult than Latin as a first language.

Greek

Greek 1. Five hours. The course is devoted mainly to forms and the most essential principles of syntax. Chase and Phillips' *A New Introduction to Greek* (Harvard University Press) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms,

work in the grammar is supplemented by lessons either from a very simple Greek reader, or from the initial chapters of Xenophon's *Anabasis.*

GREEK 1-2. Five hours. The course is open to properly qualified Seniors and Upper Middlers. It covers in one year the essential material of Greek 1 and Greek 2. The texts are Chase and Phillips' *A New Introduction to Greek* and Xenophon's *Anabasis,* ed. Mather and Hewitt, (University of Oklahoma Press).

GREEK 2. Five hours. The second year is occupied with selections from Xenophon's works and with some easy dialogue of Plato. Prose composition in Attic Greek is studied, the grammar is reviewed, and there is much work in sight translation. The texts are Xenophon's *Anabasis* (ed. Mather and Hewitt) and Plato's *Apology* and *Crito,* ed. Dyer and Seymour, (Ginn & Co.).

GREEK 3. Four hours. The third year is spent mainly in reading selected books of the *Iliad* and the *Odyssey.* After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. When the ability of the class warrants, the *Alcestis* of Euripides is read. The texts are Benner's *Selections from Homer's "Iliad"* (Appleton) and Hadley's *Euripides' "Alcestis"* (Cambridge University Press).

GREEK 4. Four hours. The fall term is devoted to selections from Herodotus, Hippocrates, and Plato, the winter to a play of Sophocles, the spring to selections from the Greek lyric poets.

GREEK T. Two hours. A Senior elective that studies the Greek Old and New Testaments.

GREEK COMPOSITION. See notice under *Latin Composition.*

Latin

LATIN 1. Five hours. The year is spent in learning the basic forms and syntax of the language and a fundamental vocabulary. There is constant practice in sight reading and in prose composition of simple sentences. The purpose of the course is to prepare boys for general reading in Latin prose, not solely in Caesar. The text is *A New Introduction to Latin,* by Alston H. Chase.

LATIN 1-2. Five hours. Boys who are not ready for Latin 2, but who make a high grade on the Advanced Latin I Entrance Examination, may be placed in Latin 1-2 and thus given opportunity to complete two years of work in one. Those who pass the course successfully are given credit for two years of Latin. The course is reserved for boys who give evidence of high ability. Texts as for Latin 1 and 2.

LATIN 2. Five hours. During the first term, the course gives a thorough review of the fundamentals of Latin grammar and begins the read-

ing of Caesar. In the last two terms, more Caesar is read, but the reading is varied by selections from other Latin prose authors and from simple poetry. There is practice in sight translation and in prose composition. The texts are *An Intermediate Latin Reader,* by William J. Buehner, and John Colby's *Review Latin Grammar.*

LATIN 3. Four hours. The course has a threefold purpose. Linguistically, it teaches students to read Latin prose with increasing ease. Historically, it presents a picture of Cicero's life and times and compares his period with our own. Culturally, it assesses the literary importance of Cicero as the creator of a prose style which influenced the literature of Europe for centuries. Representative selections are read from the writings of Cicero as well as passages from other prose authors. There is constant practice in sight translation. Selections from Vergil and one of the Comedies are read. The text is Allan G. Gillingham's *Latin Reader, Third Year.*

Students who have done high honor work in Latin 2 and who intend to take only three years of the subject are allowed to choose either Cicero or Vergil for their third-year Latin.

LATIN 4. Four hours. By a study of selections from the *Aeneid* and from other Latin poetry, the course attempts to introduce students to both the forms and the content of classical poetry and to make plain its influence upon the poetry of the modern languages. The student is given constant practice in reading Latin verse aloud. The poems are studied as literature and not merely as exercises in translation.

LATIN H. Two hours. Reading and discussion of the *Odes* of Horace and poems of Catullus, with special attention to the literary artistry of the poems, to their sources in the Greek Lyrics, and to their influence upon modern poetry. Open to properly qualified students who have passed Latin 3.

LATIN S. Two hours. This course, less demanding than Latin H, is designed for boys who have completed Latin 3 and desire to keep in contact with the language through a minor course. The reading is chosen from the First Book of Livy's *Histories,* the poems of Catullus, and the *Menaechmi* of Plautus.

LATIN 5. Four hours. Open to students who have passed Latin 4 or who otherwise satisfy the Chairman of the Department of their fitness. The course is the equivalent of the customary Freshman Latin course in most colleges. In the first term, selections from Livy's *Histories* are read and the reading of Horace's *Odes* is begun, to be carried on through the second term. In the winter, two Roman comedies are read; and, in the spring, Catullus' poems and selections from Tacitus' *Annals.*

ACCELERATED COURSES. At the end of the first term of Latin 1, students of high ability are offered the opportunity to join an accelerated sec-

tion, Latin 1X. They will continue in Latin 2X, and proceed in their third year into Latin 4, thus gaining credit for four years of Latin in three years. Boys who drop out at the conclusion of Latin 2X will obtain credit for only two years of Latin.

Latin Composition. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition in either Latin or Greek.

ENGLISH

The courses in English aim to teach students to think logically, to speak and write clearly, to read with comprehension and appreciation, and to develop discrimination and taste in the judgment of books.

Courses at all levels include frequent practice in speaking and writing, close reading, sustained attention to problems of syntax and rhetoric, the study and discussion in class of the chief literary types, and wide collateral reading.

Sections vary in size from ten to fifteen. After the Junior year particularly able boys are assigned to honors sections and encouraged to develop their special literary aptitudes. In the senior year, one honors course correlates closely with the compulsory American history course. Classroom teaching is supplemented in each year by conferences with individual students.

In addition to assigned reading, students do collateral reading, which is guided by the English teacher. In each course students are encouraged to do original writing of story, poem, and essay. The Department sponsors a series of prize competitions to stimulate interest in original writing.

For students who have completed four years of English an elective course in American literature is offered.

English 1. Five hours. The work of the course includes (1) a review of grammar, drill in spelling and punctuation; (2) the study in class of selected short stories, two novels, a play, selected essays, selected narrative and lyric poems; (3) composition, beginning with a study of paragraphs and proceeding to the writing of simple expository, narrative, and descriptive themes; (4) instruction and drill in the rudiments and techniques of oral expression.

A departmental examination is given at the end of each term. Representative texts are *Composition of the Essay, Richard II, Huckleberry Finn, Great Expectations, Alice in Wonderland, Pilgrim's Progress, Aesop's Fables, Looking Glass Book of Verse.*

English 2. Four hours. The work of the course includes (1) a review of grammar, drill in spelling and punctuation; (2) a study of syntax; (3) elementary study of rhetoric; (4) practice in close reading; (5) composition, chiefly exposition and the personal essay; (6) the reading

and discussion of literature: the short story, the novel, drama, poetry, and the familiar essay.

A departmental examination is given at the end of each term. Representative texts are *Harbrace College Handbook* (Harcourt, Brace), *Great Short Stories,* edited by Schramm, *Babbitt, Henry IV (Part I), Far from the Madding Crowd, Idylls of the King,* and *Sound and Sense,* edited by Laurence Perrine.

ENGLISH 3. Four hours. The class hours are divided between the study of literature and of composition. Fiction, drama, the essay, poetry, and biography are examined in classical and modern texts, with particular emphasis upon explication. Homer's *Odyssey* is read by all sections.

There are frequent themes and class papers, and special attention is given to practical problems of syntax and rhetoric.

Representative texts are *Far from the Madding Crowd, Victory, Gulliver's Travels, Ethan Frome,* Peterson's *Notes on The Odyssey*; plays of Shakespeare, Sheridan, Shaw, O'Neill, Wilder; Williams' *The Pocket Book of Modern Verse,* Untermeyer's *A Concise Treasury of Great Poems.*

ENGLISH 4. Four hours. The course gives training on an advanced level (1) in the reading and discussion of literature, chiefly English and American; (2) in close reading of selected passages of prose and poetry; (3) in logical thinking; (4) in composition and rhetoric. The course seeks to stimulate active and thoughtful class discussion of the assigned reading, to establish criteria for judging books, and to develop literary taste. There is continuing practice in writing, including critical essays, term papers, and original work.

Representative texts are Homer's *Iliad,* Hardy's *The Return of the Native,* Hawthorne's *The Scarlet Letter,* Hemingway's *A Farewell to Arms,* Fitzgerald's *The Great Gatsby,* Conrad's *The Nigger of the 'Narcissus',* Sophocles' *Oedipus the King* and *Antigone,* Ibsen's *Ghosts,* Shakespeare's *Hamlet, Othello,* and *King Lear,* Shaw's *Saint Joan* and *Caesar and Cleopatra,* Thoreau's *Walden,* Dean's *Essays* (Harcourt, Brace), Williams' *A Little Treasury of Modern Poetry* (Scribner), Untermeyer's *The Book of Living Verse.*

ENGLISH 5. Four hours. An elective course in American Literature open to students who have successfully completed four years of secondary-school English or who have otherwise demonstrated ability to do advanced work in English. The anthology for class use is *A College Book of American Literature,* edited by Ellis, Pound, Spohn, and Hoffman (American Book Co.).

ETHICS

ETHICS—PERSONAL AND SOCIAL. Two hours. An elective course for Upper Middlers and Seniors. Readings are from ancient and modern sys-

tems of ethical thought. Consideration of attitudes, values, and codes of conduct bearing on such subjects as individual freedom, property rights, the home, the family, the community, individual integrity, and social responsibility.

FRENCH (See *Modern Foreign Languages*)

GERMAN (See *Modern Foreign Languages*)

GREEK (See *The Classics*)

HISTORY

The courses in history have two purposes. They are arranged to provide information in company with other subjects; they are developed consecutively to give increasing experience in precision of thinking and to train students in the logical expression of what they know. The system of courses is scaled during the first year to the potentialities of the younger students, stressing the topical approach; it becomes increasingly mature and analytical during the succeeding years.

History 1. Ideas in Motion. Three hours. The course is designed to provide Juniors with a series of stimulating examples of man's development and culture. The focal point is man's experiences and ability to adapt circumstances to his needs, to work with others for common purposes. With this objective, the course shows man in several environments: Man and the Land—Geography; Man's Entrance into History—the River Civilizations; Man Makes a Living—Economics; Man Organizes with Others—Government; Man Tries to Understand the Unknown—Religion; Man Resorts to Force—War; Man Utilizes Nature—Science.

The contribution of ancient civilizations is usually the starting point of each topic, which is carried through to modern times. By this technique the boy is able to relate his work to some degree to his own experiences. Lectures on aspects of specific topics are occasionally given to prepare the boy for later work in this method.

Each topic is approached through textual and supplementary readings, class discussions, and training in essay writing. Illustrative material—films, slides, displays—is used wherever possible. Students are encouraged to pursue their own special historical interests through reports, papers, and projects.

Text: Wallbank and Taylor, *Civilization Past and Present* (Scott Foresman). Supplementary Books (all available in paperback or inexpensive cloth editions): Smythe and Brown, *Elements of Geography* (MacMillan); The Editors of Life, *The Epic of Man* (Time); A. R. Burns, *Pericles and Athens* (English Universities); R. Burlingame, *Machines That Made America* (Signet Key); J. Gaer, *How Great Religions Began* (Signet Key); F. Pratt, *The Battles That Changed History* (Doubleday Dolphin); *A Short History of Science* (Doubleday Anchor).

HISTORY 2. MEN AND GREAT ISSUES OF HISTORY. Four hours. The course for Lower Middlers is a study of outstanding people and significant events in the history of Europe. A textbook is used as background material, with usually a week's textual assignment of a biography or an important historical event. The course illustrates the interplay of people upon their times, and the influence of events upon a country or a period of history. The biographies and events cover such topics as: Eleanor of Aquitaine and Mediaeval Europe; Lorenzo de' Medici and the Renaissance; Martin Luther and the Reformation; Christopher Columbus and the Age of Exploration; Elizabeth I and the Dynastic State; Peter the Great and the Emergence of Russia; Napoleon and the French Empire; the Georgian Period; the Industrial Revolution.

Where available, films are used to illustrate men and their times. Members of other departments offer lectures in their special fields. Periodically students are expected to write papers on special topics of their particular interest.

Text: Brinton, Christopher & Wolff, *A History of Civilization,* (Prentice-Hall); Supplementary books: A. Kelly, *Eleanor of Aquitaine* (Vintage); Aday, *C. Lorenzo de' Medici* (Macmillan); R. Bainton, *Here I Stand, A Life of Martin Luther* (Mentor); J. Neale, *Queen Elizabeth I* (Doubleday Anchor); S. Morison, *Christopher Columbus, Mariner* (Mentor Book); W. H. Lewis, *The Splendid Century,* (Doubleday Anchor); E. Andrade, *Sir Isaac Newton: His Life and Work* (Anchor); B. Summer, *Peter the Great and the Emergence of Russia* (Macmillan); Kronenberger, *Kings and Desperate Men* (Vintage Book, Random House); Calaincourt, *With Napoleon in Russia* (the Universal Library).

HISTORY 3. MODERN EUROPE. Four hours. For Upper Middlers, the course is a background survey from the 15th century to the end of the 18th century, and an intensive study of events and periods from the French Revolution to the present day. The course is chronological and deals with significant issues: The Development of Absolutism; Constitutionalism; Problems of the Balance of Power; the French Revolution and the Napoleonic Empire; Rise of the Middle Class; the Challenge of Socialism; Imperialism of the 19th Century; the Germany of Bismarck; the Diplomacy of World War I and the Peace Settlement; the Russian Revolution and the Soviet Union; the Dictatorship and Politics of Fascist Italy and Nazi Germany; World War II and the Search for Security; the Cold War; Issues of Foreign Policy of the United States and the Soviet Union.

The course prepares qualified students for the Advanced Placement examination in European History.

Texts: Palmer & Colton, *A History of the Modern World* (Knopf); Goldwin Smith, *A History of England* (Scribner); Hall & Davis, *The Course of Europe Since Waterloo* (Appleton-Century); Black & Helmreich, *Twentieth Century Europe* (Knopf); David Thompson, *Europe Since Napoleon* (Knopf); H. S. Hughes, *Contemporary Europe: A His-*

tory (Prentice-Hall). Supplementary readings: Sir George Clark, *Early Modern Europe* (Oxford-Galaxy); L. B. Packard, *The Age of Louis XIV*, (Holt); J. H. Plumb, *England in The Eighteenth Century* (Pelican); G. LeFebvre, *The Coming of The French Revolution* (Vintage); R. L. Heilbroner, *The Worldly Philosophers* (Simon and Schuster); H. Holborn, *The Political Collapse of Europe;* H. W. Gatzke, *The Present in Perspective* (Rand McNally); etc. Readings and documents in European History are edited and supplied to the students by members of the department.

History 4. The United States. Five hours. For Seniors, the course opens with the American Revolution and proceeds through the transition from Confederation into Federal Union, from conflict and division to reunion, and the growth of the United States as a world power. It closes with events of the present time. It surveys the westward movement, the plantation system, the development of industry, the labor movement, and the foreign policy of the American government.

Although public affairs are the central theme, stress is placed upon geographical, economic, social, and governmental problems; the careers of eminent men are examined in relation to these problems. Much attention is given to historical decisions of the Supreme Court. Matters of literary, intellectual, religious, and philosophical import are indicated but not stressed. Students with a satisfactory average may with permission elect to write a paper in lieu of the final examination.

Texts and reference works:

General: Morison and Commager, *The Growth of the American Republic*; Randall, *The Civil War and Reconstruction*; Hacker and Kendrick, *The United States Since 1865*; Mitchell and Mitchell, *American Economic History*; Malone & Rauch, *Empire for Liberty*; Amherst Series.

Source Books: Commager, *Documents of American History*; MacDonald, *Documentary Source Book of American History*; Evans, *Cases on American Constitutional Law* (Fenwick Edition).

Special Histories cited frequently throughout the Syllabus: Baily, *A Diplomatic History of the American People*; Bemis, *A Diplomatic History of the United States*; Bartlett, *The Record of American Diplomacy*; Swisher, *American Constitutional Development*; Kelly and Harbison, *The American Constitution*; McLaughlin, *A Constitutional History of the United States*; J. W. Pratt, *History of U. S. Foreign Policy*; D. Brogan, *Era of Franklin D. Roosevelt*; H. U. Faulkner, *From Versailles to the New Deal.*

Special historical works cited at appropriate places in the Syllabus: The Bassett, Turner, McDonald and Dunning volumes of the older *American Nation Series*; Nettles, *The Roots of American Civilization*; Miller, *The Origins of the American Revolution*; Corwin, *John Marshall and the Constitution*; Nevins, *Ordeals of Union* (2 vols.); Nevins, *Emergence of Lincoln* (2 vols.); Pringle, *Theodore Roosevelt*; Allen, *Lords of Creation*; Corwin, *The Constitution and What It Means Today*; Mason & Leach, *In Quest of Freedom*; R. Hofstadter, *American Political Tradition.*

History 5. Politics of International Relations. Two hours. An elective course for Seniors. The emphasis is upon the politics of 20th-century nations and their effects upon United States foreign policy and international relations. The course is organized to introduce students to the many factors affecting Great Power politics, and to demonstrate the causal relationships in modern international events: the Fundamentals of International Relations; Power Politics; National Interests and Objectives; Geography and World Politics; Economics and World Politics; Significant Nations and Areas; Modern Europe; the Soviet Union; China; Emerging Africa; Latin America; United States foreign policy, its making and execution, development since 1945, the factors influencing it.

Readings will be in Overstreet, *What We Must Know About Communism* (Pocket Book); Crossman (Ed.), *God That Failed* (Bantam); Hahn & Neff, *American Strategy for the Nuclear Age* (Anchor); American Assembly, *The United States and Latin America* (Columbia); William Benton, *The Voice of Latin America* (Harper); V. M. Dean, *Builders of Emerging Nations* (Holt); R. Strausz-Hupe, *Protracted Conflict* (Harper); A. Boyd, *Atlas of World Affairs* (Methuen); P. Ritner, *Death of Africa,* American Assembly, *United States and Latin America* (Columbia Univ.); de Madariaga, *Latin America: Between the Eagle and the Bear* (Praeger); T. R. Fehrenbach, *Crisis in Cuba* (Paperback MS14-Mon); N. Peffer, *The Far East* (Michigan Univ.).

History 6. An Introduction to Asia. Two hours. Open to Upper Middlers and Seniors. It is the purpose of the course to introduce the American student to Asia through study and critical examination of the histories of China and Japan. This approach does not, nor can it profitably, exclude consideration of Asia's classical civilization; but it does tend to place major emphasis upon the past century and a half. Topics covered include The Roots of Chinese and Japanese society, the Western Impact upon Asia, China's and Japan's Response to the West, the Rise of Asian Nationalism, Japan as a World Power, the Rise of Mao and the Chinese Communists, Asia in World War II, United States Policy in Post-War Asia.

The course consists of reading, lectures, class discussion, map exercises and work projects. Textual material and supplementary readings are taken from such works as Michael and Taylor, *A History of the Far East in Modern Times;* Reischauer, E. O., *Japan Past and Present;* Fairbank, J. K., *The United States and China.*

JAPANESE (*See Modern Foreign Languages*)

LATIN (See *The Classics*)

MATHEMATICS

The courses in mathematics have two purposes. The first is to give the student at each level an appreciation of the mathematical structure and

thus of the essential aesthetic quality of the mathematical field in which he is working. The second but equally important purpose is to assure a boy a command of the appropriate technical skills without which he cannot go on in higher courses in school or college. Each year constant and consistent problem work helps to make concrete the abstract ideas of mathematics. Each year an attempt is made to give the student an idea of the way in which mathematical ideas grow by repeated abstraction and generalization from the physical phenomena with which he is familiar.

Thus the study of algebra begins with the properties of the natural numbers of arithmetic and progresses to the study of the integers, the rational numbers, the irrational numbers and an introduction to the real and complex numbers. An introduction to the concept of proof in simple algebraic and geometric situations is made early in the first two years. Later these ideas are sharpened and extended in both fields. A basic concern with relations and functions of numbers paves the way for a systematic study in the last two years of a variety of continuous and discrete functions.

Besides its regular sequence of courses the Department provides accelerated and advanced courses for those boys able and willing to move faster than normal.

Mathematics 1. First Year Algebra. Five hours. The course provides an intensive study of the procedures of elementary algebra through the solution of quadratic equations. Texts: Johnson, Lendsey and Slesnick's *Modern Algebra, First Course* (Addison Wesley); Sanborn, Nason and Sides' *First Year Exercises in Algebra with Reviews and Examinations* (Phillips Academy).

Mathematics 1A. Five hours. A course for boys who have had approximately a half year of algebra in the eighth grade. At the end of the fall term, qualified boys are invited into the newly formed sections of Mathematics 1X. Texts are the same as those in Mathematics 1.

Mathematics 1X. Five hours. A course for very able students who wish to begin an accelerated program in mathematics. It is formed at the end of the fall term of boys in Mathematics 1A. If followed by Mathematics 2X, it enables a student to enter Mathematics 4 in his third year. A major portion of geometry will be covered. Texts are the same as those in Mathematics 1 and 2.

Mathematics 2 Special. Five hours. A course designed for Juniors and those entering Lower Middlers who have had a full year of algebra but have not covered well enough such topics as inequalities, the postulates and elementary structure of algebra, number systems, etc., to be fully ready for Mathematics 2. After special review in such phases of algebra, the course undertakes the regular work of Mathematics 2, completing it by the end of the year. Texts used will be the same as those in Mathematics 1 and 2.

MATHEMATICS 2. Geometry. Four hours. This course covers a program of plane geometry using both synthetic and analytic methods. During the work with plane geometry, the natural extensions to solid geometry are made. At the end of the year the student will have a knowledge of methods of proof and of geometrical facts and concepts in both two and three dimensions. Text: Moise, Downs. *Geometry* (Addison Wesley).

MATHEMATICS 2XA. Five hours. The prerequisite for the course is Mathematics 1X. Work in geometry is continued and that of Mathematics 3 is undertaken. Students who finish the course satisfactorily are in general required to take one more year of mathematics (usually Mathematics 4, in rare cases Mathematics 4C) to fulfill the school's diploma requirement. Texts used are those of Mathematics 2 and 3.

MATHEMATICS 2XB. Five hours. An accelerated course enabling a boy starting in Mathematics 1 to have an opportunity to take the calculus without sacrificing the work in Probability and Linear Algebra of Mathematics 4. With Mathematics 4X it provides a sequence that by the end of the Upper Middle Year completes Mathematics 2, 3, and 4. Mathematics 2XB is also open to selected students entering the school as Lower Middlers. Students who successfully complete both Mathematics 2XB and Mathematics 4X are prepared to take Mathematics 5 or some other elective in their Senior Year. The texts are those of Mathematics 2 and 3.

MATHEMATICS 3. Five hours. Algebraic analysis and elementary trigonometry. The course continues the work in the algebra of real numbers begun in Mathematics 1. It extends and develops the ideas of mathematical structure and methods of proof met in Mathematics 2. It emphasizes the study of the elementary functions: algebraic, exponential, logarithmic and trigonometric. It also covers the elements of analytic trigonometry. Texts: Vance's *Modern Algebra and Trigonometry* (Addison-Wesley); Smith and Fagan's *Mathematics Review Exercises Fourth Edition* (Ginn).

MATHEMATICS 3G. Five hours. A course in geometry for entering students who have had two years of algebra. The course strengthens the student's background in algebraic analysis and in trigonometry to correspond to the work done in Mathematics 3. The texts are those of Mathematics 2 and 3.

MATHEMATICS 4. Five hours. The regular senior course in Mathematics. It will consist of work in elementary probability and statistics, linear algebra, and limits of simple series and sequences. Besides opening up fields of mathematics increasingly important for industrialists and social scientists, the course will increase a boy's mathematical maturity and will lay a strong foundation for study of the calculus in college or in Mathematics 5. Texts to be selected.

Mathematics 4C. Five hours. A course in analytic geometry and the calculus open to selected students who have finished Mathematics 3 or 3G and for whom an early start in calculus is justified by their need for it in their study of physics and chemistry. The course will move somewhat more slowly than Mathematics 5 because of the lower mathematical background of its students, but by the end of the year, most of the boys should be ready for the Advanced Placement Examination in the Calculus. Texts to be selected.

Mathematics 4X. For details of the course, see the description of Mathematics 2XB above. Completion of Mathematics 4X meets the college requirements for four units of mathematics.

Mathematics 5. Calculus With Analytic Geometry. Four hours. The course corresponds to the introductory course in calculus given in many colleges and universities. It is open to those who have completed the regular four-unit sequence in secondary school mathematics. Completion of the course offers a student the opportunity to qualify for advanced placement in college mathematics.

Mathematics 6. Four hours. A special course offered as needed for the few boys who complete Mathematics 5 before their senior year. The content of the course varies with the needs of the students. Last year it was a course in Intermediate Calculus.

Mathematics T. Plane Trigonometry. Two hours. A thorough presentation of plane trigonometry with particular emphasis on its analytic aspects.

Mathematics S. Introduction to Finite Mathematics. Two hours. An elective course for Seniors who do not plan to continue mathematics in college and who are not taking any other mathematics in their senior year. This course is not computational in nature nor does it draw heavily on previous mathematical background. It is designed to give a student insight into several aspects of modern mathematics and a broad view of mathematical thinking. Applications will be drawn from the fields of social science, industry, or business rather than from the physical sciences. The text book will be one similar to *Introduction to Finite Mathematics,* by Kemeny, Snell, and Thompson.

Mathematics L. Introduction to Linear Algebra. Two hours. An elective course open to Seniors who have finished at least three years of mathematics. It may be taken simultaneously with either Mathematics 4 or 5, since it does not duplicate, but supplements, the work done in those courses. The algebras of vectors and matrices are studied, together with their applications to other areas of mathematics and to the physical sciences. Text: *Introduction to Matrix Algebra,* written for high schools under the sponsorship of the School Mathematics Study Group.

MECHANICAL DRAWING

Two hours. A descriptive drawing course, which includes the use of drawing instruments and the study of geometric construction, orthographic projection, descriptive geometry, isometric projection, oblique projection, conventional practices, assembly and detail engineering drawings, and blueprinting. Special stress is placed on a thorough mastery of fundamental concepts and skills. Students of exceptional ability are given an opportunity to do more advanced work in a related field of their choice. The text is French and Vierck's *Engineering Drawing*, supplemented by motion pictures.

MODERN FOREIGN LANGUAGES

All foreign languages offered by Phillips Academy are acceptable for admission to college. For graduate study, and particularly for the Ph.D. degree, French and German are frequently required.

Chinese

CHINESE 1A. Four hours. Open to Upper Middlers who will be expected to continue with Chinese 2A in the Senior year. The program does not require summer study (see Chinese 2 below), but such study may be encouraged, particularly following the Senior year. The combined Chinese 1A and 2A, devoted to both the oral and the written language, prepare for advanced work at the college level.

CHINESE 2. Four hours. Open to Seniors who have successfully completed the eight-week summer course of Chinese Language (Chinese 1) at the Institute of Asian Studies for College Preparatory Students. The Institute, of which Phillips Academy is an Associated Member, holds its summer session at Thayer Academy, Braintree, Massachusetts. Chinese 2 works toward increased mastery of the written and oral language in preparation for advanced work at the college level.

French

The French Department offers a five-year course of study. The first four are devoted to teaching the students to understand and to speak the language as well as to read and to write it. The methods employed parallel as closely as possible the natural order of language learning: hear it first, then say what you have heard, next read and, finally, write. Pronunciation, articulation, rhythm and accuracy receive constant emphasis throughout each year. At no time does the Department teach the art of translation. French is used exclusively in the classroom, at all times and under all circumstances, and from the very first day. In the fifth year, students take a Freshman-level course, a survey of French literature and the study of

key writings from French classical authors, in preparation for the Advanced Placement examination.

Students who demonstrate unusual aptitude for and interest in the language during their first term of study are invited to enter special "X" sections which move ahead more rapidly without demanding more time. Those who successfully complete this accelerated course of study receive four units of credit after three years of study. There is also a special fourth-year class for gifted students which prepares for Advanced Placement. Thus certain students are able to do college-level work after only three, and sometimes only two, years of study.

FRENCH 1. Seven hours. The course has no books. The students see no French, nor do they read or write it. Classes, limited to 15, meet seven times a week, with two different instructors, and are expected to spend two hours a week working with records and tapes. The goal is to acquire listening comprehension and the basic patterns of French speech. The method is the adaptation of FLES methods to older students.

FRENCH 1A. Five hours. For new boys who do not qualify for French 2, yet who have too much French to start again at the beginning. At the end of the first term, those who find the pace too swift drop back to French 1B. Those who successfully complete the course enter French 3 the following year. Texts: Mauger, *Cours de langue et de civilisation françaises,* Book I, and the *Anthologie,* a collection of French stories, both past and contemporary, which has been compiled by the members of the Department.

FRENCH 1B. Five hours. For new boys whose knowledge of French is too slight to qualify for admission to French 1A, yet who have had too much to start over again. The course emphasizes development of the aural-oral skills and prepares for French 2A the next year.

FRENCH 2. Five hours. While continuing to develop the audio-lingual skills, the aim in the second year is to teach reading, to develop the ability to understand non-technical French prose without recourse to translation. Besides the X sections for the most able, there are "special" sections for those who have begun their French at Andover; "A" sections for those who come from other schools but have been taught by audio-lingual techniques, and also for those who have completed French 1B; and "B" sections for new students who have had enough French to qualify for a second-year course, but who have been taught by grammatical-translation methods. Texts: Mauger, Book II; *Anthologie.*

FRENCH 3. Four hours. Continuing to develop the three skills of listening comprehension, speaking and reading, the third-year course also stresses writing and the beginnings of reading for critical analysis. Texts: Langellier, *Précis de Grammaire;* Pagnol, *Topaze;* Aveline, *La Double-Mort de Frédéric Belot;* Gide, *La Symphonie pastorale.*

FRENCH 4. Four hours. Primarily a course in language, French 4 introduces the student, through readings in Book IV of Mauger and complete editions of standard French authors, to contemporary French culture as well as to its literature from *La Chanson de Roland* to Sartre.

FRENCH 5. Four hours. The course prepares for Advanced Placement.

There are two-hour minor courses in French for those whose study programs do not permit a major course: FRENCH 3-MINOR for those with two units of credit; FRENCH 4-MINOR for those with three; and FRENCH 5-MINOR for those with four. There is also a two-hour seminar course, FRENCH 6, for those who have successfully completed the Advanced Placement courses (French 4H or 5-Major). Those who are in it arrange a special tutorial program with a member of the Department.

German

The German Department offers a five-year course with the following objectives: (1) ability to understand spoken German, (2) facility in speaking the language, (3) reading fluency, (4) ability to write German with reasonable correctness, and (5) an introduction to German literature since the eighteenth century.

From the first meeting, all classes are conducted in German. English is never used as the classroom language.

The Department offers an accelerated course for students who show unusual ability in German 1. After completion of German 2X, these students enter German 4 and receive four units of credit after three years of study.

GERMAN 1a. Five hours. The beginning course seeks to develop aural comprehension and oral expression. The basic patterns of the language are practiced by repetition and variation. Texts: Kessler, *Deutsch für Ausländer,* Part I; Schulz-Griesbach, *Deutsche Sprachlehre für Ausländer (Grundstufe)*; Schulz-Griesbach, *Leseheft für Ausländer.*

GERMAN 1b. Five hours. This beginning course makes use of the audio-lingual method to develop the skills of listening and speaking the language. Extensive use is made of tapes and the language laboratory. Text: Holt, Rinehart and Winston, *Verstehen und Sprechen.*

GERMAN 1-2. Six hours. The course is designed for qualified Seniors and Upper Middlers who wish to complete in one year the material covered in German 1 and 2. It follows approximately the outline of those two courses.

GERMAN 2a. Five hours. The systematic study of basic patterns is continued with Schulz-Griesbach, *Deutsche Sprachlehre für Ausländer.* Both close and comprehensive reading of modern German prose is practiced extensively. Elementary writing is introduced at this level, mostly

in the form of summaries of the reading material. Some of the books read include Kessler, *Kurze Geschichten;* House and Malthaner, *Helles und Dunkles;* Schnitzler, *Der blinde Geronimo;* Von Hofe, *Im Wandel der Jahre;* Heinrich Spoerl, *Der Gasmann.*

GERMAN 2b. Five hours. The audio-lingual method of German 1b is continued with special concentration on the development of speaking and reading skills. Text: Holt, Rinehart, and Winston, *Sprechen und Lesen.*

GERMAN 2X. Five hours. An accelerated course for qualified students, covering material of both German 2 and German 3. Successful completion enables a student to enter German 4, but gives only the same unit credit as German 2.

GERMAN 3. Four hours. Throughout the year grammar is reviewed in Schulz-Sundermeyer, *Deutsche Sprachlehre für Ausländer.* The following texts are read: Dürrenmatt, *Der Richter und sein Henker;* Brecht, *Mutter Courage;* Aichinger, *Der Gefesselte;* Borchert, *Draussen vor der Tür und Ausgewählte Erzählungen.* Emphasis is placed on comprehension, vocabulary building and written work. In the third term, selected literary prose, drama, and lyric poetry is read and interpreted. Text: Phelps and Stein, *The German Heritage.* Work is also assigned in German newspapers and magazines.

GERMAN 4. Four hours. Introduction to German literature. Through detailed stylistic analysis of a number of outstanding works, the students are introduced to some of the major authors and to the most significant trends in German literature since 1750. The works read include: Storm, *Der Schimmelreiter*; Eichendorff, *Aus dem Leben eines Taugenichts*; Keller, *Die drei gerechten Kammacher;* Kleist, *Michael Kohlhaas* and *Der zerbrochene Krug;* Mann, *Tonio Kröger;* Rilke, *Ausgewählte Gedichte;* Goethe, *Urfaust* and *Iphigenie.* Qualified students take the Advanced Placement Examination at the end of the course.

GERMAN 5. Four hours. Contents vary according to the needs and interests of the students. Probable texts: Steinhauer, *Deutsche Kultur;* Neuse, *Deutscher Sprachgebrauch.*

GERMAN S. Two hours. For Seniors who wish to continue German as a minor subject. Contents vary according to the needs of the students. Prepares for Advanced Placement.

Japanese

JAPANESE 2. Four hours. The course is open to Seniors who have successfully completed the eight-week summer course of Japanese language at the Institute of Asian Studies for College Preparatory Students. The

Institute, of which Phillips Academy is an Associated Member, holds its summer session at Thayer Academy, Braintree, Massachusetts. Japanese 2 works toward increasing mastery of the oral and written language in preparation for advanced work at the college level.

Russian

The courses in Russian develop the student's skill in speaking, aural comprehension, reading, and writing. The structure of the language is explained systematically.

RUSSIAN 1. Five hours. An elementary course in speaking, reading, and writing Russian. Texts: von Gronicka, *Essentials of Russian,* Fourth Edition (Prentice-Hall); Poltoratzky, *Russkii Yazyk, Pervaya Kniga,* 1 (Bruce); *Graded Russian Readers* (Heath). Oral drill with coordinated tapes in the Language Laboratory. Open to Juniors and Lower and Upper Middlers.

RUSSIAN 1-2. Six hours. An accelerated elementary course, presenting the principal features of the Russian language in one year, with intensive practice in speaking, reading, and writing. Texts: von Gronicka, *Essentials of Russian,* Fourth Edition (Prentice-Hall); *Graded Russian Readers* (Heath). Tapes are provided for oral drill. Open to Seniors, and, with approval of Class Officers, to Upper Middlers with a satisfactory record in another foreign language.

RUSSIAN 2. Five hours. Completion of the presentation of the principal features of the language, with continued emphasis on active use. Texts: von Gronicka, *Essentials of Russian,* Third Edition (Prentice-Hall); Poltoratzky, *Russkii Yazyk, Pervaya Kniga,* 2 (Bruce); *Graded Russian Readers* (Heath); Katzner, *A Russian Review Text* (Random House).

RUSSIAN 3. Four hours. Reading, conversation, and writing, based on a variety of authors. The texts include: Turkevich, *Russian Reader III* (Van Nostrand); Iwanik, *Russian Short Stories* (Heath); Katzner, *A Russian Review Text* (Random House).

RUSSIAN 4. Four hours. Advanced reading, conversation, and composition. The texts include Turkevich, *Masterpieces of Russian Literature* (Van Nostrand).

Spanish

The Department of Spanish offers a regular sequence, normally of four years, but able students, by accelerating, may take five courses. The aim is to teach the students to understand the language and to speak it fluently. Spanish is used constantly in the classroom. The students are also taught to read and write the language with ease, and are given a comprehensive introduction to the literature of Spain and South America.

SPANISH 1. Five hours. In keeping with the new "audio-lingual" approach, this course stresses understanding and speaking the Spanish language, with a minimum of English used in the classroom. The Holt series, beginning with *Entender y Hablar,* by LaGrone, McHenry and O'Connor, provides the basic texts. They are supplemented by language laboratory practice and other audio-visual materials. Reading and writing are introduced after the student has acquired considerable oral fluency.

SPANISH 1-2. Six hours. Designed for qualified seniors who wish to complete in one year the material covered in Spanish 1 and 2. Texts: *Entender y Hablar* and *Hablar y Leer,* both by LaGrone, McHenry and O'Connor (Holt, Rinehart and Winston), and *El Gesticulador* by Usigli (Appleton-Century-Crofts).

SPANISH 2. Five hours. A continuation course that emphasizes speaking, reading, simple theme writing and vocabulary building, including the use of synonyms and antonyms. Oral fluency is stressed, in accordance with the principles of the "audio-lingual" method. The basic text is the second book of the Holt Series, *Hablar y Leer,* by LaGrone, McHenry and O'Connor. Ample language laboratory practice and audio-visual materials reinforce classroom procedures.

SPANISH 2X. Five hours. Open to students who have completed Spanish 1 with high honors. It covers the equivalent of the material of Spanish 2 and Spanish 3. Successful completion enables a student to enter Spanish 4 but gives only the same unit credit as Spanish 2. Texts include: *Gramática Española de Repaso,* by Ugarte (Odyssey); *Cumbres de la Civilización Española,* by Giner de los Ríos and García Lorca (Holt, Rinehart and Winston) and *Lluvia Roja,* by Goytortúa (Appleton-Century-Crofts).

SPANISH 3. Four hours. An advanced course, which continues to develop oral and aural skills as well as facility in written composition. Texts (supplemented by additional readings): *Gramática Española de Repaso,* by Ugarte (Odyssey); *Lluvia Roja, by Goytortúa* (Appleton-Century-Crofts); and *El Sombrero de Tres Picos,* by Alarcón (Ginn).

SPANISH 4. Four hours. The course aims to develop an appreciation of Spanish culture through the centuries in the entire Hispanic world. It presupposes a rather extensive knowledge of grammar and vocabulary and a fairly fluent conversational ability. Constant use of the Spanish language in the classroom discussions and written assignments is required. Frequent reference is made to all available types of illustrative material or "realia." The basic texts are Ugarte's *Panorama de la Civilización Española* (Odyssey) and del Río's *Del Solar Hispánico* (Dryden) for cultural and historical background, as well as grammatical review. Among the literary works read in the course are *La Barraca,* by Blasco Ibáñez (Macmillan) and *Las Lanzas Coloradas,* by Uslar Pietri (Norton), as well

as novels, plays and essays found in such collections as *Biblioteca Clásica Ebro.* The study of poetry is introduced through the reading and discussion of selections from *Poesía Española,* by Marín (Las Americas Publishing Company).

SPANISH 5. Four hours. For students who have had four years of Spanish or its equivalent. The course, conducted entirely in Spanish, concentrates upon various periods of Spanish and Spanish American literature, such as *Don Quijote de la Mancha,* the Golden Age Drama, Romanticism, the Novel, etc. Outside reading and written book reports are required. Texts include: *Cuatro Comedias,* edited by Hill and Harlan (Norton), and *Poesía Española,* by Marín (Las Americas Publishing Company).

SPANISH S. Two hours. A minor course open chiefly to seniors who have had three years of Spanish. It is designed to keep them in contact with the language before they continue its study in college, and is conducted entirely in Spanish. The basic texts are *¿De Qué Hablamos?* by Starnes and Fernández (Appleton-Century-Crofts) and *El Sombrero de Tres Picos,* by Alarcón (Ginn).

MUSIC

The aims of the Music Department are to provide every student with a valuable experience in music and to give him an understanding of the art. Its aims are achieved by the study of theory and by active participation in music making: individual lessons, recitals, group rehearsals, formal and informal concerts, and one operetta or musical comedy presented each year.

CHORUS, CONCERT BAND, ORCHESTRA. Each of these is a minor course not requiring outside preparation but counting for two hours of academic credit. Each course meets four periods a week: two afternoons at 4:13 and two evenings between 6:45 and 7:45. Upper Middlers may take any one of these courses in fulfillment of the diploma requirement in Music or Art. Volunteers, not enrolled in the courses for credit, may join the sessions of such courses as an extracurricular activity.

INTRODUCTION TO MUSIC. Two hours. The purpose of the course is to help students gain understanding and enjoyment of various forms of music. It presents aspects of the development of musical thought, including examples of folk music and the music of the baroque, romantic, classical, and modern schools, including jazz. The subject matter is illustrated with recordings and live demonstrations.

HARMONY. Two hours. The course equips the student with a knowledge of basic harmonic structure, and enables him to harmonize a melodic line in traditional four-part fashion. An ability to read music is a prerequisite for the course. Open to Seniors only.

Private Instrumental and Vocal Lessons. Two hours. Weekly instruction in keyboard, orchestral, and band instruments, or in voice, may be counted as a two-hour course. One half hour of instruction is to be supplemented by four hours of practising. For advanced students arrangements can be made for a pupil to study in Boston with a private instructor. For piano and organ students there is a separate charge of $115 a year for weekly half-hour lessons, and $200 for weekly hour lessons, plus a nominal fee for the use of practice pianos and organs. The charge for voice lessons is $90 a year for weekly half-hour lessons. Lessons are offered on all band and orchestral instruments at $90.00 a year. *Active members* of the Band and Orchestra receive instruction at a reduced rate.

Music Major. Four hours, which may be gained by the combination of any two music courses, except that the Orchestra, Chorus, and Concert Band courses may not be so combined with each other.

Beginners' Band. Any student who wishes to learn to play a brass, woodwind, or percussion instrument will be lent an instrument and may receive group instruction in the Beginners' Band, at no expense to the student. It is assumed that members of this group are interested in eventually joining the advanced Band groups.

NAVIGATION

Two hours. The course consists of a term's work in each of the fields of piloting, nautical astronomy, and celestial navigation. Emphasis is placed on the practical application to surface navigation. Considerable plotting and tabular work is done in determining a ship's position both within sight of land and on the open sea. During the latter part of the year the opportunity to cruise may be offered to members of the class. The textbook used is Dutton's *Navigation and Nautical Astronomy*, supplemented by Navy and Coast Guard films.

PHILOSOPHY

Two hours. The course offers a study of a few central problems of metaphysics. The interdependence of metaphysical views and ethical and political attitudes is stressed, though the study of ethics and politics is not pursued so intensively as that of metaphysics. Much of the reading of the fall term is in Plato; thereafter, the chief text is Joad's *Guide to Philosophy and Metaphysics*. During the latter part of the spring term it is customary to study all, or part, of a book by a recent or contemporary philosopher: for example, Santayana, Whitehead, Langer. The final assignment is a paper requiring the student to attempt a synthesis of his views on some of the chief problems explored in the course, throughout which the fundamentals of logic are strongly emphasized.

PHYSICS (See *Science*)

POLITICS OF INTERNATIONAL RELATIONS (See *History*)

PUBLIC SPEAKING

Two hours. An elective course for Seniors and (occasionally) for Upper Middlers. It provides training in voice production, articulation, and speech making. Impromptu and prepared speeches help the student to develop poise, fluency, and force. The text is Turner's *Voice and Speech in the Theatre* (Sir Isaac Pitman & Sons, Ltd., London). For reference, Sarret and Foster's *Basic Principles of Speech* (Houghton Mifflin).

RELIGION

The study of religion at Phillips Academy is intended to help students gain an understanding of the Judaeo-Christian heritage, and to develop the capacity to relate man's religious insights to the problems of everyday living. A knowledge of how to read the Bible is valuable in its own right, and familiarity with its contents is indispensable for appreciation of much of art, music, history, and literature. Acquaintance with the basic concepts of other religions adds perspective to the understanding of one's own and deepens the sense of the importance of beliefs, attitudes, and values in various aspects of one's personal and social life.

BIBLE 1. Two hours. Required of all members of the Lower Middle class, the course traces the development of the basic religious concepts of the Old and New Testaments. It acquaints students with many of the finest passages of the Bible, with its outstanding personalities, with the individual books and their messages, and with a sense of the progressive discovery and revelation of religious truth.

BIBLE 2. Two hours. An elective for Upper Middlers and Seniors, the course is a study of early Christianity. It explores the similarities and differences in the gospel records, the letters of St. Paul, Hellenistic influences, some of the non-Biblical documents of the early church, and the writings of some of the early Church Fathers.

SENIOR RELIGION. Four hours. An elective course for Seniors. It includes a term's study of some of the living religions of the world and their sacred writings. A second term's work involves the study and discussion of certain basic religious problems and of various attitudes toward the meaning of life as they are reflected in a number of contemporary plays and novels. A third term is devoted to an investigation of Christian teaching, through New Testament writings and the work of a number of contemporary philosophers and theologians.

SCIENCE

Beginning with Elementary Science, a student may pursue a four-year sequence of courses in science. The departments aim to provide the student with an understanding of science and of scientific methods and thinking as a necessary part of his general education. At the same time, the subjects are covered with sufficient thoroughness to test his capacity and interest and to provide a sound foundation for later work in college, should his experience indicate the desirability of such work.

Courses designated by the letter X are more difficult than the regular ones, and admission is granted only to selected students. These courses meet for one additional class each week and use texts of the college freshman level. They thereby prepare in one year for the advanced placement examinations, and consequently for advanced standing in college. Science Honors provides a two year integrated course for those capable of advanced work, in both physics and chemistry. Able students who have taken the regular courses before their Senior year may also prepare for the advanced placement examinations by taking the minor courses indicated as S courses. In addition, the S courses provide uninterrupted progress for the student who plans further study in a particular field.

In general, students are encouraged to take a variety of courses and to acquire a broad background of knowledge in the different sciences, rather than to specialize in any subject. Hence no second-year-level courses are offered. For the student with special interests in any one area, individual projects are encouraged to the extent that they are consistent with safety, the equipment available, and the capacity of the student.

Elementary Science. Three hours. The course is designed to form an approach to the laboratory sciences that follow in the later years, and to acquaint the student with information important to any educated person. It is based on a study of the earth, considered from the points of view of the geologist, the physicist, the chemist, the biologist, and the astronomer. Laboratory work is included where possible and appropriate.

Anthropology. Two hours. An elective offered by the Robert S. Peabody Foundation for Archaeology, the course is intended to present a brief consideration of the prehistory of North America. It is composed of lectures and reading on a variety of subjects bearing on man's life in the New World, touching on geology, climatic change and attendant changes in flora and fauna, methods of dating the past, as well as archaeology. Some discussion and reading on aboriginal societies brings the course down to the beginning of written history.

Biology

Biology. Four hours. The course covers the characteristics of living things; the metabolism, behavior, reproduction, growth and development of plants, animals and microorganisms; the structure and functioning of the human body; the ecological interrelationships between all living things,

with special emphasis on the influence of insects, bacteria, and other forms of life upon man's welfare; and the principles of heredity and evolution.

The class meets four times a week, three times for discussion and once for a laboratory period. The laboratory work includes training in the use of the compound and stereoscopic microscopes and other laboratory equipment. It requires careful observation, mastery of techniques, and accurate recording of results. Several laboratory periods are set aside for field trips featuring Ecology and Conservation, and for work on individual projects.

BIOLOGY X. Five hours. An honors course, open upon invitation of the Department, to a limited number of able Upper Middlers and Seniors. In addition to the material of the regular Biology course, Biology X offers extra work in the field of physiology in preparation for the Advanced Placement Examination of the College Entrance Examination Board, success in which leads to advanced placement in college and, in some circumstances, to credit towards the college degree.

BIOLOGY S. Two hours. Open to Seniors who have completed the standard course with high grades. In addition to a review of basic biology, new material will be presented as the course progresses. The combination of review and new work prepares students for the Advanced Placement Examination of the College Entrance Examination Board.

Chemistry

CHEMISTRY. Four hours. A college preparatory course that includes the systematic study of matter and of the changes that it undergoes. Special attention is given to modern theory. Emphasis is placed upon reasoning and general concepts rather than upon mere memorization of facts. The class meets three times weekly for lectures, demonstrations, or discussion, and once for a double period of laboratory work. Text: *Chemistry for Our Times*, 3 ed., by Weaver and Foster. Some sections use the CHEM Study curriculum.

CHEMISTRY X. Five hours. The course is open to a limited number of able students who have made high records in mathematics and science. It is essentially the equivalent of a first-year college course that does not include qualitative analysis. Prepares for the Advanced Placement Examination. Text: *College Chemistry*, by Sisler, *et al. Laboratory Manual*, by Malm and Frantz.

CHEMISTRY S. Two hours. One period a week is for recitation and discussion of review and advanced topics; the other is a double period for laboratory work. The course is for students who have completed a regular course with good grades. Like Chemistry X, it prepares for the College Entrance Examination Board examination for Advanced Placement in college chemistry. Text: *College Chemistry*, by Ehret.

Physics

Physics. Four hours. The course completes the requirements for entrance to college and prepares the student for further work in this or in related fields. By means of lectures, recitations, experimental demonstrations, and the solution of numerical problems, the student is taught not only the fundamental principles of physics, but also the elements of scientific method. Reference is made where possible to the implications and effect on current thought of recent advances. The laboratory experiments are chosen not merely to afford training in manipulative techniques and to illustrate portions of the text material, but also to exemplify proper scientific practice. The use of the slide rule is taught and required.

Physics S. Two hours. Open to Seniors who have completed a year of physics, and who have taken, or will take concurrently, a course in calculus. The course reviews the essential material of elementary physics, but at the greater depth and with the sophistication made possible by the calculus. The course includes a number of advanced laboratory experiments. Students undertake individual study or laboratory projects in the spring. Physics S will prepare the better students for the Advanced Placement Examination in Physics.

Honors Sequence

Science Honors 1 and 2. Five hours each year. A two-year sequence, open, upon invitation of the instructor, to a small group of Upper Middlers who will complete a year of analytic geometry and the calculus before graduation and who show promise of unusual capacity in science and mathematics. The subject matter includes chemistry and physics, both of them carried well beyond the elementary level in text and laboratory work. It is expected that the ablest students in the sequence will be prepared to pass both the physics and chemistry Advanced Placement Examinations of the College Entrance Examination Board.

Science Honors 1 will fulfill the diploma requirement in laboratory science for students who find it inadvisable for any reason to continue to Science Honors 2.

PRIZES

Listed below are prizes open for competition in each academic year. Unless otherwise stated, awards may be made in cash, or in the value of the amounts listed.

ENGLISH

DRAPER PRIZES. For declamation. Open to members of English 3, 4, and 5. $25, $20, and $15. First awarded 1867. Funded 1878 by Warren F. Draper, Class of 1843. Awarded 1964 to (1) Everard Kidder Meade, (2) Peter Allen Burkhard, (3) William Randolph Bourne.

MEANS PRIZES. For declamation of original essays. Open to members of English 3, 4, and 5. $25, $20, and $15. First awarded 1868. Funded 1879 by William G. Means, of Andover. Awarded 1964 to (1) No award, (2) Peter Allen Burkhard, (3) Mark Harrison Moore.

ROBINSON PRIZES. For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. $75 to the winning team. First awarded 1896. Funded 1910 by Henry S. Robinson of Andover. Awarded 1964 to Peter Allen Burkhard, Gregory Prestwich Richards, Peter Wilson Schandorff. ($75 to be divided equally).

SCHWEPPE PRIZES. For an examination on a literary subject. Open to Senior and Upper Middle Classes. $30 and $20. First awarded 1912. Sustained since 1941 by John S. Schweppe in memory of his father, Charles M. Schweppe, Class of 1898. Awarded 1964 to (1) Lawrence Allnut Derby, Jr., (2) Sidney Phillip Lee, Jr.

GOODHUE PRIZES. For an examination in English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. $30 and $20. First awarded 1916. Funded 1936 by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy. Awarded 1964 to (1) William Whitfield Stowe, (2) John Franklin Seegal.

CLOUGH PRIZE. For an essay by a Senior on an assigned literary subject. $40. First awarded 1923. Funded 1923 by friends of Charles C. Clough, Class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy. Awarded 1964 to William Whitfield Stowe.

LANGLEY PRIZE. For an essay on Charles Dickens. Open to members of the Lower Middle and Junior Classes. $15. First awarded 1929. Funded 1927 by Stephen S. Langley, Class of 1863. Awarded 1964 to Sidney Phillip Lee, Jr.

LEONARD PRIZES. For declamation of original essays. Open only to Juniors and Lower Middlers. Three prizes of books. First awarded 1942. Funded 1957 by *The Phillipian* in memory of Arthur W. Leonard, Instructor in English 1907-1941. Awarded 1964 to (1) Stephen Joseph McCarthy, (2) Wheelock Whitney III, (3) Philip Lloyd Nelson.

CARR PRIZES. For skill in oral English. Open only to Juniors and Lower Middlers. $16, $12, $8, and $4. First awarded 1943. Sustained by Donald Eaton Carr, Class of 1922. Awarded 1964 to (1) Matthew Marks Schneiderman, (2) Stephen Joseph McCarthy, (3) Thomas Eliot Weil, Jr., (4) Vinton Douglas Tompkins.

BURNS PRIZES. For an original poem. Awarded to one student in each of the Senior and Upper Middle Classes, and to one student of either the Lower Middle or Junior Class, $20 each. First awarded 1945. Funded 1944 by Mrs. John P. O'Rourke in memory of her son, 2nd Lt. Charles Snow Burns, USAAF, Class of 1941. Awarded 1964 to *Senior,* Allan Griswold Johnson; *Upper,* Terry Reed Bagg; *Lower,* Daniel Franko Goldman.

SUMNER R. KATES PRIZE. For an essay in American literature. $125 in cash. First awarded 1950. Funded 1949 by Sumner R. Kates, Class of 1938. Awarded 1964 to John Franklin Seegal.

John Horne Burns Prize. For an original short story. Open to all students. $35 in cash. Funded in 1961 by Mr. and Mrs. Joseph Lawrence Burns in memory of their son, John Horne Burns, Class of 1933. Awarded 1964 to Allan Griswold Johnson; Honorable Mention, Robert Vaughan Young.

CLASSICAL LANGUAGES

Cook Prizes. In Greek. For an examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. $30, $15, and $10. First awarded 1879. Funded 1878 by Joseph Cook, LL.D., Class of 1857. Awarded 1964 to (1) Richard Maxwell Leary, (2) James Truesdell Kilbreth, III, (3) Laurence John Davidson.

Dove Prizes. In Latin. For an examination in the translation and interpretation of Virgil. Open to Seniors or members of Latin 4. $30, $20, and $10. First awarded 1880. Sustained since 1915 from the George W. W. Dove Fund. Awarded 1964 to (1) Louis Rorimer, (2) Laurence John Davidson, (3) Frederick Brown Utley, III.

Valpey Prizes. For Latin composition and Greek composition. Open to the Upper Middle Class. $20 each. First awarded 1896. Funded 1891 from a bequest of Rev. Thomas G. Valpey, Class of 1854. Awarded 1964 to Louis Rorimer—Greek and Latin.

Johnson Prize. For Greek composition. $10. First awarded 1924. Funded 1932 by Alfred Johnson, Class of 1890, in memory of the Rev. Alfred Johnson, a graduate of Dartmouth College. Awarded 1964 to Daniel Franko Goldman.

Weir Prize. In Greek. For an examination in the translation of New Testament Greek. $70. First awarded 1928. Funded 1927 from a bequest of The Rev. William N. Weir, Class of 1895. Awarded 1964 to Gerald Elbridge Miller; Honorable Mention, Marvin Hayne Kendrick, Jr.

Benner Prize. For excellence in first-year Greek. $25. First awarded 1939. Funded 1950 by the Rogers Associates, Inc., in honor af Allen Rogers Benner, Class of 1888, for forty-six years Instructor in Greek in Phillips Academy. Awarded 1964 to Stephen Joseph McCarthy.

Department Prizes. For excellence in Latin translation and composition, $10 and $5; for recitation from memory of poetry or prose, $10. First awarded 1940. Sustained since 1947 from Winthrop Fund. In Latin 3. Translation and composition. Awarded 1964 to (1) John William Dineen, (2) Louis David Carmichael for Latin 3 Translation and Composition. Awarded 1964 to (1) Miguel Marichal, (2) Peter Cushing Perdue for Latin 2 Translation and Composition. Awarded 1964 to Christopher Todd Wise for Latin 3 Recitation; to Daniel Franko Goldman for Latin 2 Recitation, Honorable Mention to Miguel Marichal Latin 2 Recitation; to Todd Cohen for Latin 1 Recitation.

Catlin Prize. To be awarded regardless of need, to a member of the Upper Middle Class of outstanding scholarship and deportment, who, on completion of Greek 2 or Latin 3 at Phillips Academy, shall include in his Senior program a major course in Greek or Latin. $1,000. First awarded 1945. Funded 1944 from a bequest of George H. Catlin, Class of 1863. Awarded 1964 to Marvin Hayne Kendrick, Jr.

GERMAN

Stevenson Prize. For excellence in German composition, oral and written. Open to the Senior and Upper Middle Classes. $15. First awarded 1904. Funded 1904 by Robert Stevenson, Jr., Class of 1896, in memory of his father. Awarded 1964 to Peter Wilson Schandorff; Honorable Mention, Michael Robert Scheinmann.

FRENCH

Taylor Prize. For excellence in French conversation and composition. A selection of French books. First awarded 1909. Funded in part 1908 by a member of the Class

of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, Treasurer of Phillips Academy 1852-1868. Awarded 1964 to Gregory Mordecai Gorelik.

Department Prizes. For aural ability. To those students in their first and second year of French who receive the highest marks on a special examination to test aural comprehension. First and second prizes in books. First awarded 1946. Sustained by an anonymous donor. Awarded 1964 in French 1 to (1) Arthur Grover Newmyer, III, (2) John Lloyd Abernathy, Jr.; French 2 to (1) Richard Briggs Keyworth, (2) Robert Carleton Wilbur.

Anthony D. Graves Prize. For improvement during the first year of the study of French. To the student whose application and effort result in the greatest over-all improvement. $25. First awarded 1954. Funded 1954 by Mrs. Charles F. Pease in memory of her father. Awarded 1964 to Dykeman Cole Stokely.

Forbush Prize. For excellence in French 3. A book or books. First awarded 1956. Funded 1955 by students and friends of Guy Johnson Forbush, Instructor in French at Phillips Academy 1917-1920, 1924-1955. Awarded 1964 to Daniel Howard Wicks.

SPANISH

Howard P. Hayden Prize. For excellence in oral Spanish. To a member of the first-year Spanish course who, in the opinion of the faculty, has made the greatest progress in oral Spanish. $35. First awarded 1945. Funded 1945 by Mr. and Mrs. Howard P. Hayden, of Santiago, Chile. Awarded 1964 to John McGarry Holkins.

HISTORY

Lauder Prizes. For an examination in the history of England and the British Empire. $25, $15, and books. First awarded 1913. Funded 1916 by George Lauder in memory of his son, George Lauder, Jr., Class of 1897. Awarded 1964 to (1) Timothy Sewell Perry, (2) George Frederick Eichleay.

Haymond Prizes. In American History. To undergraduates taking the course in History of the United States, for an essay on the Constitution of the United States. $50, $25, $10, and books. First awarded 1943. Sustained by The Honorable Frank C. Haymond, in honor of his sons, William Stanley Haymond, 2d, Class of 1942, and Thomas Arnette Haymond, Class of 1943. Awarded 1964 to (1) Howard David Reines, *United We Stand—The Barnette Flag Salute Case,* (a tie for second place) Gregory O'Keefe, III, *The Board of Governors, Federal Reserve System vs. Transamerica Corporation* and Warren Douglas Everett, *Huber vs. Thorn.*

Grace Prizes. In American History. For an essay on the Bill of Rights or other historical topic related to our heritage of human liberty. $70, $45, $35, and books. First awarded 1953. Funded 1951 by Oliver R. Grace, Class of 1926, in memory of his father, Morgan H. Grace. Awarded 1964 to (1) John Franklin Seegal, *Thomas Jefferson's Religious Absolutism,* (2) Richard Halleck Brodhead, *The Making of the President, 1824-1825: The House Vote for Adams,* (3) Robert Emmett Kelley, Jr., *Wrongs without Rights.*

Marshall S. Kates Prizes. In American History. To undergraduates taking the course in History of the United States for an essay on a topic in the field of American History. $50, $30, $20, and books. First awarded 1953. Funded 1952 by Marshall S. Kates, Class of 1939. Awarded 1964 to (1) Sidney Phillip Lee, Jr., *No TRUTH, but Truth: The Evolution of Philosophy in America, 1860-1900,* (2) Andrew North Raymond, *ESSO and the Kingfish,* (3) Alan Harrington Timberlake, *Herman Melville: Protagonist of Doubt.*

Webster Prizes. For excellence in Ancient History, European History, or Contemporary Affairs. Open to all students taking the courses, on the basis of competitive examinations or proficiency in current work, at the discretion of the department. $125

in money and books. First awarded 1956. Funded 1956 by Dean Kingman Webster, Jr., Class of 1915. Awarded 1964 to (1) Thomas Hugh Parry, (2) Robert William Betcher, (2) Wade Hampton Saunders (a tie for second place) in History 1; (1) Francis Charles Klein, (2) Charles DeBeaux Mitchell in History 2.

MATHEMATICS

Convers Prizes. In Plane Geometry. Awarded on the basis of an examination in Plane Geometry covering analysis on the originals, numericals, loci, and constructions. $100, $75, $50, $25, $10, and books. First awarded 1898. Funded 1898 by E. B. Convers, Class of 1857, and extended in 1951 by the former prize men. Awarded 1964 to (1) Eric Lucien Almquist, (2) Peter Cushing Perdue, (3) David Ward Tresemer, (4) Richard Kenneth Dawson, (5) Marcus Wayne Wright.

Eaton Prize. For excellence in Algebra. To a member of the Junior Class outstanding for proficiency in first-year Algebra. $20. First awarded 1938. Funded 1957 by bequest of Thaxter Eaton, Class of 1904, in memory of his father, George T. Eaton, Class of 1873, for fifty years instructor in Mathematics at Phillips Academy. Awarded 1964 to Edward Page Atkinson.

McCurdy Prizes. For excellence in Senior Mathematics. For Seniors in the regular fourth year Mathematics program. Awarded on the basis of classroom work and an examination. $35 and $25. First awarded 1941. Funded 1940 by the family of the late Matthew S. McCurdy, in memory of his connection with Phillips Academy as Instructor in Mathematics 1873-1921. Awarded 1964 to (1) William Louis Matassoni, Jr., (2) Sean Kevin Kennedy.

Bailey Prize. In Lower Middle Mathematics. On the basis of an examination at the close of the year. $35. First Awarded 1946. Funded 1946 by Edward Bailey Crichton, Class of 1946, in memory of his grandfather, Edward Bailey, Class of 1878. Awarded 1964 to Theodore Sherman Feldman.

Watt Prizes. In Elementary and Intermediate Algebra, Plane and Solid Geometry, Plane Trigonometry and Advanced Algebra. For Seniors. Awarded on the basis of a comprehensive examination covering the analytical work of secondary school Mathematics. $125, $75, $25, and books. First awarded 1954. Funded 1953 by J. Lester Parsons with the cooperation of William C. Ridgway, Jr., Class of 1925, and William C. Ridgway, 3d, Class of 1953, in memory of Frederick Ellsworth Watt, Instructor at Phillips Academy 1933-1951. Awarded 1964 to (1) Herbert Huntington Payne, (2) Robert Chung Wei, (3) Robert Louis Hirsch.

Tower Prize. For excellence in Analytic Geometry and the Calculus. A specially bound book in the field of Mathematics. First awarded 1954. Sustained by John W. Dixon, Class of 1924, in recognition of Oswald Tower, Instructor in Mathematics at Phillips Academy 1910-1949. Awarded 1964 to Donald Sloane Shepard.

Winfield M. Sides Prize. For excellence in Mechanical Drawing. Awarded on the basis of proficiency in classroom work. $100 in cash and/or drawing equipment. Sustained by Donald A. Raymond, Jr., Class of 1932, in memory of Winfield M. Sides, Instructor in Mathematics at Phillips Academy 1919-1958. First awarded 1960. Awarded 1964 to Richard Houston Davis.

Joseph Award. For excellence in the area of Mathematics. To a member of the Senior Class. A gold medal and a book. First awarded 1960. Sustained by David Joseph, of New York City, in memory of his father, Bernard Joseph. Awarded 1964 to Alan Harrington Timberlake.

Scoville Prize. (*See Sciences.*)

SCIENCES

Scoville Prize. In the Physical Sciences or Mathematics. To a student or students for an original paper or project exhibiting creative thinking or ingenuity in the Physical

Sciences or Mathematics, preferably not in assigned course work. $50. First awarded 1959 by Anthony Church Scoville, Class of 1958, in memory of his grandfather, Herbert Scoville. Awarded 1964 to Donald Irving Grinberg.

Wadsworth Prize. For excellence in Physics. To the student holding the highest rank in Physics for the year. $30. First awarded 1900. Funded 1952 by William S. Wadsworth, M.D., Class of 1887. Awarded 1964 to Robert Louis Hirsch.

Dalton Prize. For excellence in Chemistry. To the student holding the highest rank in Chemistry for the year. $65. First awarded 1915. Funded 1915 by Frederick Goodrich Crane, of Dalton, Massachusetts, Class of 1884. Trustee of Phillips Academy, 1912-1923. Awarded 1964 to Jeffrey Simmons Stripling.

Marsh Prize. For excellence in Biology. To a student who has been outstanding in interest and attainment in the Biological Sciences. $25. First awarded 1936. Sustained since 1950 by an anonymous donor in memory of Othniel C. Marsh, Class of 1851, one of the great paleontologists of his day. Awarded 1964 to Louis David Carmichael.

Bausch & Lomb Honorary Science Award Medal. For exceptional progress in science studies. First awarded 1945. Awarded 1964 to Jeffrey Richard Donat.

Graham Prize. For excellence in Science. To that member of the graduating class attaining the highest average grade in ten hours of the natural sciences studied while at Phillips Academy. $1,000. First awarded 1946. Funded 1945 from a bequest of James C. Graham, Instructor in Science at Phillips Academy, 1892-1937. Awarded 1964 to Alan Harrington Timberlake.

Wadsworth Prize. For excellence in Biology. To the student holding the highest rank in Biology for the year. $30. First awarded 1953. Funded 1952 by William S. Wadsworth, M.D., Class of 1887. Awarded 1964 to Timothy Pence McKibben.

Department Prize. For excellence in Physics. To that student taking elementary physics who receives the highest grade on a prize examination. Books. First awarded 1956. Sustained by the Physics Department. Awarded 1964 to Jay Zachary James, Jr.

Laboratory Prize. In Biology. To a student outstanding in interest and attainment in laboratory work in the biological sciences. $15. First awarded 1958. Sustained by the Biology Department. Awarded 1964 to Eric Redman.

Department Prize. For excellence in Biology. To a student who has demonstrated exceptional interest and accomplishment with particular reference to laboratory investigation. $25. First awarded 1964. Sustained by an anonymous donor. Awarded 1964 to James Francis Grillo.

MUSIC

Cutter Prize. For proficiency in orchestral, especially stringed instruments. $55. First awarded 1924. Funded 1925 by The Rev. C. F. Cutter, Class of 1871, in memory of his father, Charles Cutter, Class of 1840. Awarded 1964 to David Wayne Batteau and David Robert Knapton ($55 to be divided equally).

Poynter Prize. To that member of the Phillips Academy Choir who, in the judgment of the Choirmaster, has been the most useful member of that organization. $30. First awarded 1945. Funded 1943 by Horace Martin Poynter, Class of 1896, and Mrs. Poynter, formerly of Andover, in memory of their son, Edward Pitkin Poynter, Class of 1940, who gave his life for his country in the aviation service in July, 1943. Awarded 1964 to Daniel Bradford Badger, Jr.

Jones Prize. To that member of Phillips Academy Orchestra who, in the judgment of the Director of Music, has been the most useful member of that organization. $25. First awarded 1946. Funded 1945 by Edward T. Jones, in memory of his son, Ainsworth B. Jones, Class of 1939, who gave his life for his country in the aviation service in July, 1943. Awarded 1964 to Christopher Barry Roper.

Collier Prizes. For proficiency in the playing of the piano. $25. First awarded 1947. Funded 1946 by Mrs. Milton Collier and I. Alfred Levy, in memory of Milton Collier. Awarded 1964 to Timothy Van Dyck Logan.

Fuller Music Prize. To a musical student who, irrespective of need, has demonstrated high character and special musical aptitude. The recipient will assume responsibility for playing the carillon in the Memorial Tower. $350. First awarded 1951. Funded 1959 by Samuel Lester Fuller, Class of 1894. Awarded 1964 to William Randolph Bourne.

Kibrick Prize. To that member of the Phillips Academy Band who, in the judgment of the Director of Music, has been the most useful member of that organization. $50. First awarded 1953. Sustained in memory of Herbert V. Kibrick, Class of 1934, by his wife. Awarded 1964 to David Lester Gang.

ART

Morse Prize. To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. $25. First awarded 1932. Funded 1942 by Winslow Ames, Class of 1925, in honor of Samuel Finley Breese Morse, Class of 1805. Awarded 1964 to Howard Manning Cutler.

Thompson Prize. For improvement in drawing and painting. $25. First awarded 1932. Funded 1955 by Mrs. Frances Thompson Heely, in memory of her brother, Augustus Porter Thompson, 3d, Class of 1928. Awarded 1964 to Tira Chai Kambhu.

Addison Gallery Associates Prize. To a student who has distinguished himself in art as well as in other activities. $25. First awarded 1941. Sustained by the Addison Gallery Associates. Awarded 1964 to Peter William Carl.

John Esther Gallery Prize. To the student who has shown through his work the clearest understanding of art. $25. First awarded 1943. Awarded 1964 to Ronald Paul Mitchell.

Photography Fellowship Prize. To the student demonstrating the greatest excellence in Photography. $25 and one week as an apprentice in the photographic studio of Wingate Paine. First awarded 1964. Sustained by Wingate H. Paine, Class of 1932. Awarded 1964 to Chien Chung Pei.

ATHLETICS

Faculty Golf Cup. To the winner of the Varsity Golf Squad competition. Winner's name inscribed on Cup. Presented 1927 by the Faculty of Phillips Academy. First awarded 1927. Awarded 1964 to Melvin Alan Weinberger.

Kilpatrick Trophy. To the winner of the Andover versus Exeter track meet. A bowl. Winner's name inscribed on bowl, to be held for one year by the winning Academy. Replica to the captain or co-captains of the winning team. Trophy presented 1938 by John Reed Kilpatrick, Class of 1907. First awarded 1938. Awarded 1964 to the Phillips Exeter Academy.

Schubert Award. To a member of the Senior Class who has excelled in varsity athletics and who has best exemplified the qualities of sound character, cheerfulness, and good sportsmanship on the athletic field. A gold medal, and winner's name inscribed on a plaque. Funded 1951 by the Eta Delta Phi Society, in memory of Edmund John Schubert of the Physical Education Department. First awarded 1944. Awarded 1964 to Glenn Hank Greenberg.

Banta Trophy. To be awarded annually to that member of the Varsity Tennis Team who shows the best sportsmanship, leadership, and character throughout the season. Established 1953 by the Tennis Team of Phillips Academy, in honor of their coach, Cornelius Gordon Schuyler Banta. Awarded 1964 to Jose Raul Gonzalez.

Cross Country Cup. To the member of the Cross Country Team who during the season has displayed outstanding sportsmanship, performance, and team spirit. Winner's name inscribed on Cup. Presented 1952 by the members of the cross country squad in honor of their coach, Norwood Penrose Hallowell. First awarded 1953. Awarded 1964 to Richard Turner Howe.

Basketball Trophy. To the club basketball player who has contributed most to club basketball. Winner's name inscribed on trophy. Presented 1953 by the members of the Varsity Basketball Team. First awarded 1953. Awarded 1964 to Robert Patterson Marshall, Jr.

Fagan Squash Racquets Trophy. To the winner of the Fagan Trophy Tournament. Winner's name inscribed on Trophy. Presented in 1954 by Charles Aloysius Fagan, III. Class of 1954, in honor of his father, Charles Aloysius Fagan, Jr. First awarded 1954. Awarded 1964 to Jose Raul Gonzalez.

Reagh Wetmore Swimming Award. Awarded annually to a senior member of the Varsity Swimming Team excluding the Captain who has best exemplified the spirit of Andover swimming. Winner's name inscribed on plaque. Established by the 1964 swimming team. Awarded 1964 to John Thornton Sartore and Thomas Abbott Carothers.

Lacrosse Trophy. To the lacrosse player, excluding the captain, who through enthusiasm and love for the sport has inspired his teammates with the will to win. Winner's name inscribed on trophy. Presented in 1954 by the members of the lacrosse squad in honor of their coach, John Richard Lux. First awarded 1954. Awarded 1964 to Scott Tillman Weiss.

Smith Hockey Cup. To a member of the hockey team, exclusive of the captain, who is in good scholastic standing and who during his association with hockey has contributed most to the sport and to the school by representing its ideals through sportsmanship, endeavor, and ability. A silver cup. Funded 1954 by Sumner Smith, Class of 1908. First awarded 1954. Awarded 1964 to William Tunstall Semple, II.

Crew Cup. To the student who has contributed most in the way of team spirit and sportsmanship to the crew. Winner's name inscribed on cup. Presented 1955 by the members of the rowing squad, in honor of their coach, William Hayes Brown, Class of 1934. First awarded 1955. Awarded 1964 to Charles Elder Rounds, Jr.

Track Trophy. To the member of the winter and spring varsity track squad who exhibits outstanding character and will to win. Winner's name inscribed on trophy. Presented by the members of the 1955 winter and spring track squads in honor of their coach, Stephen Stanley Sorota. First awarded 1955. Awarded 1964 to Richard Turner Howe.

Press Club Trophy. To the student who has proved through his performance on the athletic fields to be the most capable athlete of the whole year. Winner's name inscribed on trophy and winner receives replica of trophy. Trophy presented 1956 by the members of the Press Club of Phillips Academy and replicas sustained by the club. First awarded 1956. Awarded 1964 to Logan Everett Sawyer, Jr.

Sheridan Medal. To the student who has contributed most to the intramural athletic program. A gold medal. Funded 1956 by bequest of Fannie J. Sheridan, in memory of her grandson, Harold Joseph Sheridan, Jr., Class of 1943, who gave his life for his country as a member of the United States Marine Corps in September 1944. First awarded 1957. Awarded 1964 to David John Dimlich.

Football Trophy. To the two members of the Junior Varsity 1 Team who contributed most to Andover football below the Varsity level. Presented in 1955 by the members of the Junior Varsity 1 Football Team. Awarded 1964 to (1) George Walker Bush and (2) Christopher Barry Roper.

Richard S. Pieters Varsity Wrestling Award. To that member of the Varsity Team, excluding the Captain, who demonstrates throughout the season outstanding ability and enthusiasm for the sport. Winner's name inscribed on plaque. Awarded 1964 to Charles Elder Rounds, Jr.

Peter Q. McKee Ski Bowl. Awarded annually to a member of the Varsity Ski Team who has contributed the most to the team and to the sport of skiing. Winner's name inscribed on bowl. Awarded 1964 to Benjamin Ayer Barnes, Jr.

Raymond T. Tippett Memorial Award. Awarded annually to a senior member of the varsity football or baseball team whose loyalty, courage and modesty exemplify the character of Ray Tippett and the best traditions of Andover athletics. Established in 1962 by members of the class of 1945 for a prize in memory of their classmate, Raymond T. Tippett. Winner's name inscribed on plaque. Awarded 1964 to Richard Lee Reynolds.

OTHER PRIZES

Aurelian Honor Society Prize. To a member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. Books. First awarded 1936. Sustained by the Aurelian Honor Society. Awarded 1964 to Daniel Sheldon Cooper.

Ayars Prize. To a member of the Senior Class who, through worth, perseverance and seeking after excellence, has created for himself a position of respect and admiration in the school community. $50. First Awarded 1956. Funded 1957 by Mr. and Mrs. James S. Ayars, in memory of their son, James Sterling Ayars, Jr., Class of 1949. Awarded 1964 to Tira Chai Kambhu.

Bierer Prize. To a student who is outstanding in character and personality. $25. First awarded 1944. Sustained by Eugene S. Bierer, Class of 1943. Awarded 1964 to Douglas Warner Franchot, III.

Butler-Thwing Prize. To the member of the Junior Class with highest marks in entrance examinations. $30. First awarded 1915. Funded 1918 by Capt. Francis Butler-Thwing, Class of 1900. 1964 no award.

Faculty Prize. To that member of the graduating class who during his Senior year attained the highest academic average. $100. First awarded 1912. Funded 1923 by Sanford H. E. Freund, Class of 1897, and increased in 1955 by his sister, Miss Camille E. Freund. Awarded 1964 to Stephen Bradner Burbank.

Federation of Harvard Clubs Prize. To an outstanding member of the Upper Middle Class who combines excellence in scholarship with achievement in other fields. A book. First awarded in 1911. Sustained by the Harvard Club of Andover. Awarded 1964 to Todd Harrison Everett.

Fuller Prize. To a member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. First awarded 1912. Funded 1959 by Samuel Lester Fuller, Class of 1894. Awarded 1964 to Daniel Sheldon Cooper.

Hopper Prize. To a student worker in the Commons who is outstanding in industry, cooperation, and unselfishness. $100. First awarded 1954. Funded 1953 by friends of Henry Hopper who, for thirty-eight years, served Phillips Academy with industry, cooperation, and unselfishness. Awarded 1964 to Richard Mason Boydston, Jr.

Improvement Prize. To a member of the Senior Class who has been a student at Andover for at least two years and who has shown the greatest development of character and scholarship. $100. First awarded 1941. Sustained by a member of the Class of 1916. Awarded 1964 to Peter Wilson Schandorff.

Keyes Prize. To a boy, who in his Lower Middle year shows outstanding qualities of character, leadership, scholarship and athletic ability. $50. Funded 1958 by Langley C. Keyes, Class of 1920. First awarded 1959. Awarded 1964 to Peter Van Rensselaer Franchot and James Wyper, III ($50 to be divided equally).

Kingsbury Prize. To a student of outstanding character, who, in the judgment of the headmaster is especially distinguished for perseverance and resolution. $100. First awarded 1943. Funded 1945 by Dr. and Mrs. John A. Kingsbury, in memory of their son, John Adams Kingsbury, Jr., Class of 1934. Awarded 1964 to Richard Lee Reynolds.

Library Prizes. For the best student libraries collected. $30 and $15. Sustained by the Friends of Oliver Wendell Holmes Library since 1956. Awarded 1964 to (1) Robert William Betcher, (2) no award.

Lord Prize. To a Senior who during his residence at Phillips Academy has displayed in his daily actions and personal contacts a genuinely fine character. A selection of books. First awarded 1947. Sustained by Mason Faulconer Lord, Class of 1944. Awarded 1964 to Seth Anthony Mydans.

Phillipian Prize. For outstanding service rendered to the *Phillipian*. $50. First awarded 1931. Funded 1931 by James Q. Newton, Class of 1929, and Business Manager of the *Phillipian* during his Senior year. Awarded 1964 to Richard Etter Bissell, John William Eichleay, Jr., Robert Patterson Marshall, Jr.

Redpath Prizes. For the most interesting libraries of paperback books collected by students. $30, $15 and $10. First awarded 1960. Sustained by Robert U. Redpath, Jr., Class of 1924, in memory of his parents. Awarded 1964 to (1) John Franklin Seegal, (2) Anthony Michael Alofsin, (3) Daniel Franko Goldman.

Rouse Prize. To the student who has made the greatest contribution to Drama. Books. First awarded 1964. Sustained by Daniel H. Blatt in memory of his classmate Henry McC. Rouse, Class of 1955. Awarded 1964 to Gerald Randolph Clark and Jonathan Joseph Guss.

Schweppe (Richard Jewett) Prize. To a member of the Senior Class in recognition of an unusual spirit of cooperation and friendliness. $100. First awarded 1947. Funded 1946 by Mrs. Richard J. Schweppe in memory of her husband, Richard Jewett Schweppe, Class of 1896. Awarded 1964 to Jeffrey George Huvelle.

Stearns Prize. In honor of Dr. Alfred E. Stearns, Class of 1890. Headmaster of Phillips Academy 1903-1933, to a student who, through conscientious effort, high ambition and courage, outstanding character and excellent deportment, has made Phillips Academy a better and more friendly place in which to live. $100. First awarded 1951. Supported, beginning in 1959, by the Roger C. Sullivan Fund, established in 1921 by Boetius H. Sullivan, Class of 1905. Awarded 1964 to Richard Turner Howe.

Abbot Stevens Prize. To a member of the Senior Class, upon recommendation of the faculty, who through his character and leadership has made a significant contribution to the Academy and to his classmates. $100. Funded 1959 by Mrs. Abbot Stevens, in memory of her husband, Abbot Stevens, Class of 1907. Awarded 1964 to Robert Patterson Marshall, Jr.

Stiles Prize. To the member of the Upper Middle Class whose judgment and loyalty to the school have been exemplary. $50. First awarded 1960. Funded 1960 by Mrs. Russell Stiles, in memory of her husband, Class of 1908, and his father, Sumner Burritt Stiles, Class of 1872. Fund increased 1960 by her son, William S. Stiles, Class of 1942, and David Stiles, Class of 1936. Awarded 1964 to Daniel Warren.

Sullivan Prizes. To those members of the Senior, Upper Middle, Lower Middle, and Junior Class who made the greatest improvement in scholarship during the previous school year. Four prizes of $200 each, awarded in the fall. First awarded 1921. Funded 1921 by Boetius H. Sullivan, Class of 1905, in memory of his father, Roger C. Sullivan. Awarded 1963 to Senior, Gordon Alfred Hardy, Upper, David Lester Gang, Lower, Joe John Bond, III, Junior, Raymond Francis Healey, Jr.

Van Duzer Prizes. Two prizes of $350 each, awarded as outlined below. (a) Andover-Harvard. "The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time." Awarded 1963 to John Franklin Seegal. (b) Harvard-Andover. The income is available for a graduate of Phillips Academy during his Freshman year in Harvard College, the award based on high scholarship, to be announced at the close of the recipient's Senior year in the school." Awarded 1963 to Walter Winne Stewart. First awarded 1912. Funded 1928 from a bequest of Henry S. Van Duzer, Class of 1871.

Warren Prize. To a member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the faculty. $50. First awarded 1926. Funded 1925 by Frank Dale Warren, Jr., Class of 1915, in memory of his father, Class of 1879. Awarded 1964 to Matthew Grahame Roehrig.

Wells Prize. To a member of the Junior Class who has displayed the outstanding qualities of loyalty, perseverance, and sterling character which characterized the boy in whose memory the prize is given. $50. First awarded 1953. Sustained by Mr. and Mrs. J. Brent Wells, in memory of their son, Anthony Peters Wells, admitted to the Class of 1956. Awarded 1964 to Phillip Lloyd Nelson.

Yale Bowl. To that member of the Senior Class who has attained the highest proficiency in scholarship and athletics. First awarded 1902. Sustained by the Yale Club of Boston. Awarded 1964 to Richard Elliot Fleming, Jr.

SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

*Hon. William Phillips (1795; 1804). Begun with a gift from Hon. William Phillips and increased by his bequest of $4,000	$ 4,633.33
*Students' Educational Fund (1854). Begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of $1,000 from Edward Taylor, Treasurer of Phillips Academy, 1868-1889	7,762.64
*Samuel Farrar (1865). Bequest of Samuel Farrar, 1803, Treasurer of Phillips Academy, 1808-1840. (A part of this fund is for other purposes.)	22,000.00
*Jane Aiken Clarke (1870). James G. Clarke, Class of 1839, in memory of his mother	1,200.00
†Peter Smith Byers (1878). John Byers, Class of 1848, in memory of his brother, Class of 1847	500.00
*Class of 1878 (1878). Senior Classical class	1,200.00
†Jonathan Taylor (1878). Edward Taylor, Treasurer of Phillips Academy, 1868-1889, in memory of his father	1,000.00
*Hiram W. French (1879), Class of 1839	1,000.00
*Caroline Parker Taylor (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, Principal of Phillips Academy, 1838-1871	1,000.00
*Gerard Sumner Wiggin (1882). Bequest of Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, Class of 1875	1,000.00
*Stone Educational Fund (1882). Mrs. Valeria G. Stone of Malden	26,400.00
*Richards (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the Treasurer's Office of Phillips Academy, and Edward Stanley Richards, Class of 1875	1,450.14
*Warren F. Draper (1890), Class of 1843	1,000.00
‡Charles L. Flint (1890). Bequest of Charles L. Flint, Class of 1845	5,000.00
*Henry P. Haven (1890). Trustees of Henry P. Haven estate, of New London, Conn.	1,000.00
*Emma Lane Smyth (1890). Gov. Frederick Smyth, of New Hampshire, Class of 1839, in memory of his wife	1,000.00
*James and Persis Taylor (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother	1,000.00
*Joseph Dowe (1892). Bequest of Joseph Dowe, Class of 1817	3,097.98
†John Cornell (1894). Bequest of John Cornell. Recommended by the School Committee of Andover	5,000.00
*James Calvin Taylor (1895). Mrs. Mary E. Fairbanks, in memory of her brother, Class of 1840	1,000.00
*Mary W. Holbrook (1900)	500.00

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.
‡ For general scholarship aid; preference to boys from Middleton.

*Carter (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter 1,500.00

*Herman Verhoeff Hartwell (1907; 1926). Mr. and Mrs. Frank N. Hartwell, in memory of their son, Class of 1908 5,000.00

*George Ripley (1908). Bequest of George Ripley 2,500.00

†T. Augustus Holt (1909). Bequest of T. Augustus Holt 26,003.24

*James Huntington (1910; 1931). The widow and daughter of James Huntington, Class of 1848 2,000.00

*Allan Morse Penfield (1913). Bequest of Allan Morse Penfield, Class of 1904 1,000.00

*George B. Knapp (1914). Katharine Knapp estate, in memory of her brother, Trustee of Phillips Academy, 1899-1919 5,000.00

*Thomas A. Emerson (1917). Rev. Thomas A. Emerson, Class of 1859, and Mrs. Emerson 2,000.00

Robert Henry Coleman (1919). Mrs. John Coleman, in memory of her son, Class of 1912, who died in the military service of the United States, 1918 6,000.00
"The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school."
Awarded 1963-1964 to James Francis Grillo.

George Xavier McLanahan (1919). His mother and sister, in memory of George Xavier McLanahan, Class of 1892 10,000.00
"The income is used annually for the assistance of a worthy student or students of limited means."
Awarded 1963-1964 to Kent Newberry Ross.

Gordon Ferguson Allen (1920; 1957). James F. Allen, of Meriden, Conn., and his sons, Parker B. Allen, Class of 1914, and Theodore F. Allen, Class of 1915, in memory of Gordon Ferguson Allen. Increased in 1957 by Theodore F. Allen 10,000.00
"The income is awarded annually to a deserving student of character and promise and of limited means."
Awarded 1963-1964 to Howard David Reines.

*Rev. William Henry and Ellen Cary Haskell (1920; 1936). Rev. William Henry Haskell, Class of 1856, and his five sons, Classes of 1883, 1888, 1890, and 1895 3,000.00

*Harriet L. Erving (1922). Bequest of Miss Harriet L. Erving, of Andover, for thirty years assistant in the Treasurer's Office 1,500.00

*Samuel M. Evans (1922). Class of 1887. (A part of the fund is for other purposes.) 2,000.00

Charles C. Clough (1923). Princeton University classmates and friends of Charles C. Clough, Class of 1906 5,000.00
"The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established."
Awarded 1963-1964 to Richard Mason Boydston, Jr.

*Frank Butler Walker (1923). Bequest of Mrs. Mary C. B. Walker, in memory of her son, Class of 1889 1,425.00

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.

*Abraham B. Coffin (1924). Bequest of Abraham B. Coffin, Class of 1852 — 2,000.00

Alfred Howlett Durston (1926). Marshall H. Durston, Class of 1900, in memory of his brother, Class of 1897 — 5,000.00
"The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence."
Awarded 1963-1964 to Warren Douglas Everett.

Smith Lewis Multer, Jr. (1926). Smith Lewis Multer, in memory of his son, Class of 1923 — 5,000.00
"The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school."
Awarded 1963-1964 to Robert Samuel Greenberg.

*Amasa J. Whiting (1927; 1955). Bequest of Mrs. May C. W. Speare, in memory of her father — 5,159.50

*James H. Haste (1930; 1933-34; 1944). Bequest of James H. Haste, Class of 1894 — 241,074.18

William Thompson Reed Memorial (1930; 1957). His father and mother and members of his family, in memory of William Thompson Reed, Class of 1929 — 12,565.34
"The income is awarded annually to a student of character and promise at the beginning of his Senior year."
Awarded 1963-1964 to Gary Michael MacElhiney.

*Henry Waldo Greenough (1931; 1937). Bequest of Henry Waldo Greenough, Class of 1889 — 2,000.00

*Moncrieff M. Cochran (1932). Bequest of Moncrieff M. Cochran, Class of 1900 — 2,500.00

*Bancroft (1933). Bequest of Cecil K. Bancroft, Class of 1887, Registrar of Phillips Academy 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth Principal of Phillips Academy — 2,000.00

Schuyler Bussing Serviss Memorial (1936). Mrs. Charlotte B. Serviss, in memory of her son, Class of 1898 — 5,000.00
Awarded 1963-1964 to Richard Blakely Hannon.

*Osgood Johnson (1937). Bequest of Helen O. Sprague, in memory of her grandfather, Principal 1833-37, and her father, Class of 1848. For New England-born students — 500.00

†David and Lucy Hayward Shaw (1939). Bequest of Lucy Hayward Shaw (Mrs. David) — 10,000.00

Augustus Porter Thompson (1942). Mrs. Augustus P. Thompson, of Andover, in memory of her husband, Class of 1892 — 5,000.00
"The income is awarded annually to a boy who, in the judgment of the Headmaster, is outstanding in intelligence and character."
Awarded 1963-1964 to Richard Bryan Kalin.

*Sumner Smith (1943), Class of 1908. Balance of income after the Smith Hockey Cup (see page 82) — 1,142.31

Julia E. Drinkwater Memorial (1944-56). Arthur Drinkwater, Class of 1896, and William Drinkwater, Class of 1900, in memory of their mother — 10,443.12
"The income is awarded annually to deserving students of character and promise and limited means."

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.

Income from the William Drinkwater Fund currently added to that of this fund.
Awarded 1963-1964 to Jeffrey Elliot Garten and Jonathan Marsden Hay.

CHARLES W. CARL (1944-46; 1950-53; 1955-56), Class of 1910 25,000.00
"Income to be used during his Senior year by an outstanding student who is a member of an Academy athletic team, and who, in a previous year, has received other scholarship aid from the Academy and has indicated his intention to enter Yale University."
Awarded 1963-1964 to Stephen Vigneron Spare.

*LOUIS S. OWSLEY (1944-1946; 1948-1949). Bequest of Louis S. Owsley, Class of 1890. Income partially subject to an annuity; balance for scholarships and special education purposes 395,746.85

RICHARD STRONG FOXWELL (1945). Mrs. Gilbert M. Foxwell, in memory of her son, Class of 1922 2,500.00
"Income to be awarded annually to a deserving student of limited means to meet the regular expenses of the school."
Awarded 1963-1964 to John Paul Garrity.

*ARTHUR L. KERRIGAN (1945), Class of 1915 2,500.00

*ABBOTT STEVENS (1945-46), Class of 1907. Trustee 1935-58; Treasurer 1949-58 20,000.00

HERBERT E. STILWELL (1945; 1954). Mr. and Mrs. Charles E. Stilwell, of Cleveland, Ohio, in memory of their son, Class of 1941, who was lost in the English Channel on a mission during the war 19,720.17
"Income to be awarded annually to a student of limited means who, in the judgment of the Headmaster, gives evidence of those qualities of character, initiative, leadership and loyalty which contribute to real American citizenship."
Awarded 1963-1964 to James Robert Eller, Jr.

*CECIL K. BANCROFT (1946). Bequest of Mary E. Bancroft, in memory of her brother, Class of 1887, Registrar and Instructor at Phillips Academy, 1906-1932 3,000.00

*LEONARD A. HOCKSTADER (1946), Class of 1896 2,500.00

MOSES AUSTIN CARTLAND SHACKFORD (1946). Professor Martha Hale Shackford, of Wellesley, Mass., in memory of her brother, Class of 1891 5,000.00
"Income to be awarded annually to a boy of good character and of limited means, preferably from New Hampshire and preferably pursuing a classical course."
Awarded 1963-1964 to Robert George Nahill.

MACINTYRE (1946-47; 1951). John Livingston Macintyre, of the Class of 1942, Mrs. John L. Macintyre, and Mr. and Mrs. Mackenzie Macintyre, of Aurora, Ill., in memory of Mackenzie Macintyre's parents 12,100.34
"Net income is awarded annually to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship, qualities of leadership and wholesome influence in the general activities of the school."
Awarded 1963-1964 to Richard Emerson Timbie.

*ROBERT D. MILLS (1947). Bequest of Robert D. Mills, Class of 1893 500.00

†GEORGE F. ROBERTS (1948). Bequest of Mary A. Roberts 2,000.00

* For general scholarship purposes.
† For general scholarship aid for boys from Andover.

RAY A. SHEPARD (1949-1950; 1953; 1960-61). Friends of Ray A. Shepard, Athletic Director of Phillips Academy, 1919-1949 2,630.35
"The income is awarded annually to a boy of limited means who has shown evidence of excellent character and marked ambition."
Awarded 1963-1964 to Robert Duncan Stempson.

SUISMAN FOUNDATION (1949-50; 1953; 1955-56). The Suisman Foundation, Inc., Edward A. Suisman, John R. Suisman, Class of 1955, Michael Suisman, Class of 1947, and Richard Suisman, Class of 1950 15,000.00
"Income is to be awarded annually to a student selected by the Scholarship Committee."
Awarded 1963-1964 to Warren Kempton Clark.

*NEWTON-HINMAN (1950). Ahlers Association, in honor of Frederick E. Newton, Class of 1893, and George W. Hinman, Class of 1894, former instructors at Phillips Academy and faculty guardians of the PBX Society 22,243.17

*SOCIETY SCHOLARSHIPS. The following funds for scholarship purposes were established through the generosity of the Secret Societies at the time of their dissolution.

*AGC SOCIETY (1950). The Rogers Associates, Inc. 24,461.94
Balance of income after the Benner Prize (see page 77)

*AUV SOCIETY (1950). AUV Corporation 35,000.00
*EDP SOCIETY (1950). The Eta Delta Phi Society 5,000.00
Balance of income after Schubert Award (see page 81)

*FLD SOCIETY (1950; 1956). The Davison Associates, Inc. 18,115.14
*KOA SOCIETY (1950). The Blodgett Association 35,176.17
*PAE SOCIETY (1950). The Cooley Association 35,000.00
*PBX SOCIETY (1950). (See Newton-Hinman, above)
*PLS SOCIETY (1950). Phi Lambda Sigma Association 17,000.00

*ANONYMOUS (1951) 1,000.00

RICHARD JEWETT SCHWEPPE MEMORIAL (1951-53; 1957-58). Mrs. Richard J. Schweppe, in memory of her husband, Class of 1896 38,000.00
"Income for a scholarship(s) to be awarded annually to a student who shows promise of leadership, responsibility and enthusiasm," and for a prize.
Awarded 1963-1964 to Richard Turner Howe and William Hugh McCarthy.

*ISABEL C. MCKENZIE (1952). Bequest of Mrs. Isabel C. McKenzie 25,000.00

*AUV SOCIETY-JAMES C. GRAHAM MEMORIAL (1955). AUV Corporation, in memory of James C. Graham, instructor at Phillips Academy, 1893-1937 10,500.00

CHAUNCEY O'NEIL (1955-1959). Edward O'Neil, II, Class of 1927, in memory of his father, Class of 1899 27,000.00
"The income to be awarded annually to a boy or boys from Western Pennsylvania."
Awarded 1963-1964 to Peter Lowell Youngquist and Thomas William Bottonari.

HORACE MARTIN POYNTER (1955-59). His wife, Elsie P. Poynter, and his sisters, Juliet J. Poynter and Harriet R. Poynter, in memory of Horace Martin Poynter, Class of 1896, instructor at Phillips Academy 1902-1945. Income partially subject to an annuity 23,481.25
Awarded 1963-1964 to Joseph Michael Chaisson.

* For general scholarship purposes.

*G. Louise and Nelson Robinson (1955; 1957). Bequest of Mrs. G. Louise Robinson de Dombrowski; and in memory of her uncle, Nelson Robinson 890,571.57

Walter Brooks Memorial (1956). The Walter Brooks Foundation, in memory of Walter Brooks 30,000.00

Hamilton (1956-1962). John D. Hamilton, Class of 1913, in memory of his father, J. D. M. Hamilton 17,363.34
"The income is to be used to assist a boy or boys who may be in need of financial aid and who reside in the United States west of the Mississippi River."
Awarded 1963-1964 to Michael Brigges deEstrada.

Evert W. Freeman (1956-58). Bequest of Evert W. Freeman, Class of 1917 29,380.23
"The income to be awarded annually to a student who shows promise of substantial accomplishment, but who for the time being is in financial need."
Awarded 1963-1964 to David Townsend Mason.

Joseph Kaplan (1956-59). Joseph Kaplan and other donors 19,765.00
"The income is awarded annually at the end of the Senior year to a student, or students, of limited means for use in the freshman year at college, the award to be made with due regard to fine character and promise of adult usefulness."
Awarded 1963-1964 to Matthew Warren Hall, III.

*Louis N. Bennett Memorial (1957-58). Bequest of Mrs. Josephine C. S. Blaisdell, in memory of her brother, Class of 1893 1,000.00

Alexander Angus McDonell, Jr. (1957-58). Mrs. Alexander Angus McDonell, in memory of her son, Class of 1935, who gave his life for his country as a member of the United States Air Force on June 20, 1944 23,721.85
Awarded 1963-1964 to Raymond Anthony Liddell.

*Putney (1957). R. Emerson Putney, Class of 1928 5,067.82

*Edmund B. Cabot (1957-61). Thomas D. Cabot 9,230.93

William Drinkwater (1958). Bequest of William Drinkwater, Class of 1900. Unrestricted. Income currently added to that of the Julia E. Drinkwater Memorial Fund 25,111.11

Indiana (1958-59). Bequest of James C. Thornton, Class of 1904. Preference to boys from Indiana. Income added to fund 9,872.67

*Alfred O. Hitchcock, Jr. (1959). Bequest of Alfred O. Hitchcock, Jr., Class of 1895 600.00

*Helen Davis Hood (1959-60). Bequest of Helen Davis Hood (Mrs. Gilbert H.). Increased in 1960 by Gilbert H. Hood Memorial Fund 6,000.00

May T. Morrison (1959). May T. Morrison Estate 10,000.00
Awarded 1963-1964 to Leslie Adams Jones.

*Henry Mann Silver (1959). Bequest of Henry Mann Silver, Class of 1868 4,206.46

William Madison Wood (1959-60). Cornelius A. Wood, Jr., Class of 1937, in memory of his grandfather. Income added to fund 2,923.58

*Horace D. Bellis (1960). Bequest of Horace D. Bellis, director of gymnasium 1901-02 108,080.05

Harvey Dann (1960-61). Income added to fund 940.41

*Francis F. Patton (1962). Bequest of Francis F. Patton, Class of 1908 5,000.00

* For general scholarship purposes.

*Jack Moon (1963). Mrs. Wayne Hayward in memory of her father, Sumner Gilbert Moon, Class of 1895 13,427.95

*Henry T. Mudd, Jr. (1963). Henry T. Mudd, Jr., Class of 1960 6,510.40

*Edward A. and Samuel C. Suisman (1963). Edward A. and Samuel C. Suisman 4,931.25

Ralph B. Carter, III (1964). Bequest of Ralph B. Carter, III, Class of 1941 14,261.66

John W. Weber (1964). Bequest of Ralph B. Carter, III, Class of 1941 14,261.65

Sanford H. E. Freund (1964). Bequest of Sanford H. E. Freund, Class of 1897 60,920.40

Francis F. O'Donnell (1964). Bequest of Francis F. O'Donnell, Class of 1921 100,000.00

Charles H. Sullivan (1964). Bequest of Joseph C. Sullivan, Class of 1913 10,000.00

Mary E. Sullivan (1964). Bequest of Joseph C. Sullivan, Class of 1913 10,000.00

ANNUAL GIFT SCHOLARSHIPS

Alan Fox Scholarship. "To be awarded each year in the amount of $500 to that boy in need of financial assistance who in the opinion of the faculty gives promise of attaining the same breadth of character and intellect as had the man in whose memory this scholarship is given." Sustained (since 1942) by Joseph C. Fox, Class of 1934, in memory of his father, Alan Fox, Class of 1899. Awarded 1963-1964 to George Wilson Penny III.

Philip B. Stewart Scholarship(s). $2,500. To be used for not more than two scholarships in the Senior class. Sustained (since 1959) by the Sarah Frances Hutchinson Cowles Fund, Inc., in memory of Phillip B. Stewart, Class of 1882. Awarded 1963-1964 to James Regan Finlay and Gregory O'Keefe III.

ALUMNI REPRESENTATIVES

(Arranged alphabetically by state. Foreign countries at end of listing)

A personal interview is required of all candidates. Whenever possible, it is highly desirable that candidates come to Andover for a personal interview with the Director of Admissions, the Admissions Officer, or one of the Interviewing Officers. Candidates unable to visit Andover may themselves arrange an interview at a mutually convenient time with one of the Alumni Representatives listed below. A definite appointment for an interview, whether in Andover or elsewhere, should be arranged in advance. Candidates who would find it a real hardship to get to any of the centers listed should communicate with the Admissions Office about the possibility of seeing a representative not listed below.

ALABAMA

Birmingham

ROBERT B. DONWORTH, JR., '42
White, Bradley, Aran, Ali & Rose
2100 Comer Bldg.

Huntsville

THOMAS J. KEEFE, '50
2906 Garth Rd., S.E.

Mobile

FRANK M. HICKS, JR., '41
P. O. Box 78

ALASKA

Anchorage

JOHN V. MUNROE, JR., '48
1814 Scenic Way

Juneau

CADMUS Z. GORDON, JR., '16
Box 2571

ARIZONA

Phoenix

HOWARD K. BROWN, JR., '31
P. O. Box 190

Sahuarita

KEITH S. BROWN, '31
Box 8, Santa Rita Ranch

Tucson

JOHN S. GREENWAY, '42
1634 North Olsen Ave.

ARKANSAS

Little Rock

GEORGE M. HAMPTON, '25
502 Union National Bank Bldg.

MOSE SMITH, III, M.D., '48
7 Cantrell Rd.

CALIFORNIA

Davis

DONALD M. REYNOLDS, '38
Department of Bacteriology
University of California

Hollywood

RICHARD A. MOORE, '32
5746 Sunset Blvd.

La Jolla

WILLIAM T. ADAMS, '28
5911 Waverly Ave.

Los Angeles

OTIS CHANDLER, '46
Los Angeles Times
Times-Mirror Square

WALTER L. FARLEY, JR., '28
12300 1st Helena Dr.

H. BURT REITER, '25
The Prudential Insurance Co.
5757 Wilshire Blvd.

Marysville

HAROLD S. EDWARDS, '28
770 Rameriz Rd.

Pacific Palisades

BENJAMIN H. DORMAN, '25
1515 San Remo Dr.

GEORGE E. MUMBY, '24
5001 College Ave.

Sacramento

CHARLES A. O'BRIEN
Department of Justice
Library and Courts Bldg.

San Francisco

JOHN P. AUSTIN, '32
Morrison, Foerster, Holloway, Shuman & Clark
Crocker Bldg.

HAMILTON W. BUDGE, '46
Brobeck, Phleger & Harrison
111 Sutter St.

SHERMAN CHICKERING, '29
111 Sutter St.

WILLIAM S. CREIGHTON, '39
2939 Divisadero St.

Santa Barbara

MANCEL T. CLARK, JR., '28
605 San Ysidro Rd.

COLORADO

Boulder

QUIGG NEWTON, '29
1202 University Ave.

Colorado Springs
CAPT. FRANK ZAGORSKI, '44
Quarters 4507 E
U. S. Air Force Academy
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RICHARD M. DAVIS, '29
860 Gaylord St.
JOHN F. MALO, '40
2455 South Jackson St.
JOHN C. MITCHELL, 2nd, '34
2601 South Sheridan Blvd.
DAVID C. WILHELM, '38
740 High St.

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Wilmington
HON. CALEB R. LAYTON, III, '26
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E. I. duPont deNemours & Co., Inc.,
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1707 H St., N.W.

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Clearwater
WILLIAM H. FENN, '48
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Jacksonville
LAURENCE F. LEE, JR., '40
Peninsular Life Insurance Co.
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D. PIERRE G. CAMERON, '21
Ransom School,
3575 Main Highway,
Coconut Grove
DAVID J. WILLIAMS, II, '38
13955 S.W. 82nd Ave.
Ponte Vedra Beach
ARTHUR W. MILAM, '45
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3435 Sea Grape Dr.

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3510 Paces Ferry Rd., N.W.
FRANK F. FORD, '32
1015 Chattahoochee Ave., N.W.
Columbus
M. C. JENNINGS, '36
Box 2121

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NATHAN F. BANFIELD, II, '36
P. O. Box 3200
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320 21st Ave.

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BARRY C. PHELPS, '49
1699 Riverwoods Rd.
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GEORGE T. FRENCH, '29
1105—24th Ave.
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W. NEWTON BURDICK, JR., '35
217 Dickens Rd.
Skokie
R. NEISON HARRIS, '32
9444 Skokie Blvd.
Peoria
CHARLES H. KELLOGG, '35
908 Stratford Dr.

INDIANA
Indianapolis
DAVID MOXLEY, '42
Kiefer-Stewart Co.
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IOWA
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ALAN S. HOWARD, '27
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LEONARD M. GAINES, JR., M.D., '45
213 South Tyrone Rd.

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2 Highland Lane
Birmingham
FREDERICK G. BAHR, '47
1217 Washington Blvd.
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Emery, Parsons & Bahr
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Detroit
WILLIAM G. BUTLER, '30
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GEORGE H. HUNT, JR., '37
2238 Buhl Bldg.
RUSSELL H. LUCAS, '12
833 Penobscot Bldg.
Grand Rapids
PAUL F. STEKETER, JR., '26
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Grosse Point Farms
CARLTON M. HIGBIE, JR., '35
93 Kenwood Road
DAVID W. KENDALL, '20
179 Earl Ct.

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ROBERT S. MARS, '15
534 Comstock Ave.
C. DOUGLAS WALKER, '18
2131 Woodland Ave.
Minneapolis
LOUIS POLK, JR., '49
General Mills, Inc.
9200 Wayzata Blvd.
A. LACHLAN REED, '35
Minneapolis-Honeywell Regulator Co.
2753 4th Ave., South
ARNE L. SCHOELLER, '48
1924 James Ave., S.
J. KIMBALL WHITNEY, '46
Whitney Land Co.
907 First Nat'l Bank Bldg.
WHEELOCK WHITNEY, JR., '44
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RICHARD H. SEARS, '20
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Tootle-Enright National Bank Bldg.
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St. Louis
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5154 Westminster Pl.
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503 Locust St.

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2620 Woody Dr.
Great Falls
CHARLES A. BOVEY, '26
Box 1653
Philipsburg
F. WILLIAM VIETOR, '37
Rocking Chair Ranch

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113 North 54th St.
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1502 City National Bank

NEVADA
Deeth
WILLIAM B. WRIGHT, JR., '50
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Reno
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P. O. Box 3117

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85 Highland Ave.

Cazenovia

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Derby

THOMAS M. RODES, '54
Sturgeon Point Rd.

Ithaca

ANDREW SCHULTZ, JR., '32
631 Highland Rd.

Mamaroneck

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63 Wall St.

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Harris & Partners
20 Exchange Pl.

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Kidder, Peabody & Co.
17 Wall St.

WILLIAM D. HART, '36
Parker, Duryee, Benjamin, Zunino
& Malone
1 East 44th St.

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Crum & Forster
110 William St.

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1460 Broadway

Rochester

BRUCE B. BATES, '49
87 Grosvenor Rd.

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Ritter Co., Inc.
400 West Ave.

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Amsden-Connor-Mitchell, Inc.
146 Broad St.

MARTIN H. DONAHOE, JR., '31
343 State St.

GORDON P. SMALL, '42
1237 Midtown Tower

Syracuse

WILLIAM O. AIKMAN, M.D., '42
1117 East Genesee St.

DAVID H. NORTHRUP, '32
205 DeWitt St.

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Charlotte

E. OSBORNE AYSCUE, '51
2318 Beverly Dr.

HOWARD SNOW, '21
2900 St. Andrews Lane

Durham

PEREGRINE WHITE, '29
39 Kinberly Dr.

NORTH DAKOTA

Fargo

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OHIO

Akron

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504 Delaware Ave.

Cincinnati

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RT. REV. HENRY W. HOBSON, '10
405 Albion St., Glendale

FLETCHER E. NYCE, '26
The Central Trust Co.

WILFORD L. ROMNEY, '19
7 Sylvan Ln., Wyoming

Cleveland

JAMES C. MILLER, II, '50
2347 Tudor Dr.

JAMES R. STEWART, '27
1144 Union Commerce Bldg.

Cleveland Heights

EDWARD BARTLETT, '25
2572 Stratford Rd.

EDWARD D. YOST, '47
3137 Fairfax Rd.
Dayton
VERNON E. MIDGLEY, '42
Martin Company
131 N. Ludlow St.
Gates Mills
GEORGE OLIVA, JR., '39
West Hill Dr.
Granville
GEORGE W. CHESSMAN, '37
Briarwood Rd.

OKLAHOMA

Bartlesville
CARL M. ELKAN, '35
3501 Woodlawn Rd.
Oklahoma City
JOHN H. EDWARDS, '22
2205 Liberty Bank Bldg.
Tulsa
REGINALD D. BARNES, '32
2020 East 38th St.
JAMES M. BIRD, '35
Box 1590
c/o Seismograph Service Corp.

OREGON

Portland
BROUGHTON H. BISHOP, '45
Pendleton Woolen Mills
218 S. W. Jefferson St.
EDMUND HAYES, JR., '44
4256 S.W. Patrick Pl.
FREDERICK J. KINGERY, M.D., '45
2250 N.W. Flanders St.

PENNSYLVANIA

Allentown
CHARLES D. SNELLING, '49
2949 Greenleaf St.
Chambersburg
JOHN M. SHARPE, JR., '46
851 Middle St.
Indiana
JOSEPH N. MACK, '44
Farmers Bank Bldg.
Narberth
TOLBERT N. RICHARDSON, JR., '27
50 Righters Mill Rd.
Philadelphia
HENRY R. HALLOWELL, '39
12 South 12th St.
c/o Gray & Rogers
JAMES M. MEAD, '47
31 East Springfield Ave.
AMORY M. SOMMARIPA, M.D., '48
137 W. Springfield Ave.
Pittsburgh
ROBERT S. KIMBALL, JR., '27
136 Beech St.
EDWARD O'NEIL, '27
P.O. Box 1692
JOHN M. PHILLIPS, JR., '30
Phillips Corp.
700 Clairton Blvd.
Scranton
W. LAWSON CHAMBERLIN, '34
Chamberlin & Clarke
Northeastern Nat'l Bank Bldg.
Waverly
JAMES W. VIPOND, '30
Waverly Dalton Rd.
Wayne
ROBERT SCHAFER, '29
730 Mancill Rd.

SOUTH CAROLINA

Charleston
MCCOLL PRINGLE, '33
E. H. Pringle & Co.
Columbia
JOHN R. CRAFT, '29
Columbia Museum of Art
Senate & Bull Sts.
Spartanburg
HARRY J. GROBLEWSKI, '36
Spartanburg Day School

SOUTH DAKOTA

Porcupine
REV. GEORGE P. PIERCE, '49
Pine Ridge Indian Reservation
Sioux Falls
HIRAM G. ROSS, '21
Box 423

TENNESSEE

Knoxville
JOHN MULDOWNY, '44
University of Tennessee
Dept. of History
Memphis
HENRY LOEB, III, '39
365 Colonial Rd.
Nashville
ROBERT L. GWINN, '29
1719 West End Drive
Brush, Hutchinson & Gwinn

TEXAS

Amarillo
EDWARD L. ROBERTS, '06
2211 Harrison St.

Dallas
N. Bruce Calder, '41
9211 Guernsey Ln.
William F. Neale, Jr., '44
1010 Hartford Bldg.
John R. Sears, '36
Republic Nat'l Bank of Dallas
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John D. Mason, Jr., '42
4208 No. Stanton St.
Fort Worth
Edwin S. Ryan, '49
1700 Catalina Dr.
Houston
George H. W. Bush, '42
1701 Houston Club Bldg.
Lovett C. Peters, '32
P.O. Box 2197
San Antonio
John M. Bennett, Jr., '27
417 W. Dewey Pl.

UTAH
Ogden
Roderick H. Browning, '44
2641 Washington Blvd.
Salt Lake City
Lincoln D. Clark, M.D., '42
156 Westminster Ave.
C. Chauncey Hall, M.D., '41
2652 East 6200 South

VIRGINIA
Charlottesville
Gardner W. Smith, M.D., '49
105 Cresap Rd.
McLean
Herbert Scoville, Jr., '33
101 Old Georgetown Pike
Norfolk
Jere A. Klotz, M.D., '41
6412 Whittier Dr.
Richmond
Thomas Walker, M.D., '28
Richmond Memorial Hospital
1300 Westwood Ave.

WASHINGTON
Bellevue
Walter S. Kimball, M.D., '30
3407 76th Ave., N.E.
Evergreen Point
Seattle
Lucius H. Biglow, Jr., '42
1900 Washington Bldg.
Pendleton Miller, '28
711 Central Bldg.
Holt W. Webster, '39
2000 12th Ave., E.
Snoqualmie Falls
Frederick W. Hayes
P. O. Box 97
Tacoma
Howard S. Reed, '45
7502 North St., S.W.

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William A. Pugh, '39
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Wheeling
Marshall T. Gleason, Jr., '33
Shawnee Hills

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1105 Waban Hill
Milwaukee
Robert A. Uihlein, Jr., '34
235 West Galena St.
Racine
John H. Batten, 3d, '31
Twin Disc Clutch Co.
1328 Racine St.

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Casper
J. A. Padon, Jr., '39
213 Cottman Bldg.
Laramie
Very Rev. Otis G. Jackson, '20
Box 963
Story
Maurice Leon, Jr., '42
Box 225

BERMUDA
Hamilton
Hugh C. Masters, '40
Box 139

BRITISH CROWN COLONY
Hong Kong
Kenneth K. Chun, '44
4/4 A Des Voex Rd., Central
Malayan Insurance Co.

CANAL ZONE
Balboa
Robert J. Boyd, Jr., '48
Box 2013

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Bogota
William Adams, III, '44
First Nat'l City Bank of New York
Apartado Aereo No. 4134

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London
LAURENCE W. M. VINEY, '38
44 Great Queen St., W.C. 2

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Paris
CHARLES C. DE LIMUR, '40
Bankers Trust Co.
16 Place Vendome
Seine et Oise
PATRICK G. NOLLET, '51
28 Rue des Sablons
La Celle Saint Cloud

GUATEMALA
Guatemala City
JOHN L. WHITBECK, '40
4A Ave. Sur 14

MEXICO
Mexico City
WILLIAM H. HATHEWAY, '41
Rockefeller Foundation
Calle Londres 40

PUERTO RICO
Bayamon
GUILLERMO E. GONZALEZ, JR., '50
Hastings BA-9, Extension
Garden Hills
San Juan
RICARDO A. GONZALES, '53
Box 2272

SWITZERLAND
Geneva
DAVID M. WATT, '27
14 Rue Robert de Traz

VENEZUELA
Caracas
ALBERTO J. VOLLMER, '42
Edf. Polar-piso 13
Plaza Venezuela

WEST INDIES
Tobago
DR. ALVIN F. COBURN, '17
P. O. Box 238
Scarborough

STUDENTS—1963-64

GEOGRAPHICAL REPRESENTATION

Alabama	3	Montana	2	Belgium	1
Arizona	4	Nebraska	5	Brazil	1
Arkansas	4	New Hampshire	7	Canada	7
California	27	New Jersey	51	Ecuador	1
Colorado	1	New York	128	England	6
Connecticut	93	North Carolina	13	France	1
Delaware	3	North Dakota	3	India	1
District of Columbia	7	Ohio	29	Japan	3
Florida	13	Oklahoma	1	Mexico	1
Georgia	1	Pennsylvania	29	Panama	1
Illinois	17	Rhode Island	13	Peru	1
Indiana	2	South Carolina	5	Philippines	1
Iowa	18	South Dakota	1	Puerto Rico	2
Kansas	3	Tennessee	3	Somali Republic	1
Kentucky	3	Texas	20	Thailand	1
Louisiana	2	Utah	1	Venezuela	2
Maine	11	Vermont	9	Virgin Islands	1
Maryland	9	Virginia	16		
Massachusetts	208	Washington	6		847
Michigan	15	West Virginia	4		
Minnesota	11	Wisconsin	3		
Mississippi	3	Wyoming	3		
Missouri	5				

CLASSIFICATION

Seniors	240
Upper Middlers	260
Lower Middlers	219
Juniors	127
Special Student	1
Total Students	847
Boarding Students	782
Day Students	64
Total Students	847

A

L Abbott, Andrew Delano
Sherborn, Mass.

L Abernethy, John Lloyd, Jr.
Charlotte 9, N. C.

L Adler, Edward Andrew Koeppel
Kings Point, L. I., N. Y.

L Ahrens, Gary Andrew
Boone, Iowa

U Alberstadt, Samuel Laeger
Bethesda 34, Md.

U Albertson, Carl Eric
Newtonville 60, Mass.

L Alden, John Malcolm, Jr.
Atherton, Calif.

SP Ali, Mohamed Abdirashid
Mogadiscio, Somali Republic

L Allen, Frederick Lewis, III
Bronxville, N. Y.

J Allen, Henry Randall
Watertown, Conn.

L Allen, Hoyt Eaves, Jr.
Westport, Conn.

U Allen, Stephen Church
Beverly, Mass.

U Allen, Thomas Heckel
Mamaroneck, N. Y.
S Allis, Samuel Gummere
Andover, Mass.
S Almquist, Adrian Kavan
Valentine, Neb.
L Almquist, Eric Lucien
Valentine, Neb.
J Alofsin, Anthony Michael
Memphis, Tenn.
S Alpert, Laurent
Great Neck, N. Y.
J Anderson, Peter Gunard
Naugatuck, Conn.
U Andrews, Peter Underwood
Greenwich, Conn.
U Aranow, Philip Thompson
Hastings-on-Hudson, N. Y.
U Arras, Robert Edward, Jr.
Panama, R. P.
J Atkinson, Edward Page
Brookline 46, Mass.
S Auld, Robert Hunt
Charleston 4, W. Va.
U Austin, Howard Albert, III
New York 29, N. Y.
L Avery, Theodore Paul, Jr.
Oil City, Pa.
S Axelrod, John Philip
Andover, Mass.

B

S Babcock, Arthur Edward
Midland, Mich.
U Bacalao, Armando
Long Island, N. Y.
J Backman, Daniel Gustav
North Reading, Mass.
S Badger, Daniel Bradford, Jr.
Greenwich, Conn.
L Badman, Lawrence Scott
Riverside, Conn.
U Bagg, Terry Reed
Holyoke, Mass.
L Bakalar, John Stephen
Swampscott, Mass.
U Baker, Brock
New York 28, N. Y.
L Baker, Warren von Credo
Princeton, N. J.
U Ballard, William
Norwich, Vt.
U Bannon, Timothy Ford
Shaker Heights 22, Ohio
U Barber, Thomas Alexander
Quincy, Ill.
U Barker, William Benjamin
New Canaan, Conn.
S Barnes, Benjamin Ayer, Jr.
Seabrook, N. H.
U Barnum, Richard Woodhull
Bethlehem, Pa.
U Barry, Christopher John
Methuen, Mass.
L Basile, Alfred Charles
Haverhill, Mass.
L Bass, Robert Muse
Fort Worth 7, Tex.
J Bassett, John Bruce
Cos Cob, Conn.
U Batteau, Dwight Wayne
Cambridge 38, Mass.
S Baumann, Russell Edward
Aurora, Ill.
U Beach, Robert Edgar, Jr.
Manchester, Conn.
J Beardsley, Jeffry Sumner
Elkhart, Ind.
L Becker, Joseph Michael
Fort Davis, Tex.
L Belida, Alexander James, Jr.
Dayton 24, Ohio
S Bemis, John Gordon
Concord, Mass.
U Benjamin, David Joel, III
San Francisco 15, Calif.
L Bennett, Daniel Gates
Menlo Park, Calif.
J Bennett, John Mirza, IV
San Antonio, Tex.
U Bennett, Richard Henry, Jr.
Sheridan, Wyo.
U Bennett, William Russell, III
Andover, Mass.
J Berg, Brian Gunder
Cavalier, N. D.
L Berg, Edward Henry, Jr.
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New York, N. Y.
U Bernblum, Bennett Jay
Milford, Conn.
L Best, Eric Prentice
Dunstable, Mass.
J Betcher, Robert William
New York 28, N. Y.
J Billings, Roger Frank
Falmouth, Mass.
S Bissell, Richard Etter
Saratoga, Calif.
U Bisset, William Thompson
Andover, Mass.

S Bixby, Jonathan Lee
Swampscott, Mass.
J Blakeslee, Guy Farlow
Palm Beach, Fla.
S Blankenship, Mark Russell
Egypt, Mass.
U Blickman, Stewart Michael
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J Bloom, David Allen
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J Bloombergh, John Hollis, Jr.
Rockport, Mass.
L Bolyai, John Zoltan
Fall River, Mass.
U Bond, Joe John, III
Fort Worth 7, Tex.
S Bonda, Craig Alan
Hohokus, N. J.
U Bonnett, William Stanton
Wellesley Hills, Mass.
S Booth, Timothy Morse
Lewiston, N. Y.
L Borgstrom, Howard Gustave
Amesbury, Mass.
J Bostian, William Jolliffe
Richmond 29, Va.
U Bottonari, Thomas William
Pittsburgh 36, Pa.
U Bourne, William Randolph
Danville, Va.
U Bowen, Stephen Gardner
Woods Hole, Mass.
U Boydston, Richard Mason, Jr.
Des Moines 12, Iowa
J Bradley, Michael Allen
North Smithfield, R. I.
S Brady, John Michael
New York, N. Y.
L Brand, Peter Schuyler
Washington 16, D. C.
U Brenner, James Craig
Herman, Minn.
L Brewster, Walter Rice, Jr.
New York 21, N. Y.
U Briggs, Alba Houghton, III
Chadron, Neb.
S Brock, Richard Linton
Montpelier, Vt.
S Brodhead, Richard Halleck
Fairfield, Conn.
S Bron, James Merle
Buffalo 9, N. Y.
S Brown, Alan Sanborn
Henniker, N. H.
S Brown, Douglas Williams
Waterville, Me.
U Brown, Judson Brooks
Andover, Mass.
U Brown, Malcolm McDougal
Lake Forest, Ill.
J Brown, Paul Cameron
North Kingstown, R. I.
S Brown, Ronald Jeffrey
Paragould, Ark.
J Brown, Stephen Dennis
Wellesley Hills, Mass.
J Brown, Stephen Gardner
Sahuarita, Ariz.
L Browne, Robert Mallory
Louisville, Ky.
U Browning, John Donald
Sea Cliff, N. Y.
S Bryant, Anthony Gibbs
London, Ontario, Canada
L Buchin, Peter Jay
Forest Hills 75, N. Y.
U Buckman, Thomas Paul
Le Center, Minn.
U Bump, Morrison McKelvy, Jr.
Greenwich, Conn.
S Burbank, Stephen Bradner
Bedford Village, N. Y.
J Burdick, Winfield Newton, III
Northfield, Ill.
S Burke, Edwin Marston, Jr.
Far Hills, N. J.
L Burke, Stephen Johnson
Far Hills, N. J.
U Burkhard, Peter Allen
Andover, Mass.
U Burns, Matthew Wallace
Montgomery, Ala.
J Burns, Richard Randolph
Marblehead, Mass.
U Burr, Peter Merritt
Concord, Mass.
S Bush, George Walker
Houston 27, Tex.
J Butte, John McMurray
London, S.W. 1, England

C

L Caffrey, Augustine Joseph, III
Andover, Mass.
S Calderwood, Stephen Beaven
Andover, Mass.
U Call, William Herbert
New Canaan, Conn.
U Cameron, Gerard Guyot, II
Princeton, N. J.
S Campbell, Michael Howland
Hampton, Va.
L Campbell, Robert Johnson
Andover, Mass.

S Carl, Peter William
Islip, N. Y.
L Carmichael, Louis David
New York 28, N. Y.
U Carnevale, Mark Giles
Arkansas City, Kan.
S Carothers, Thomas Abbott
Cincinnati 8, Ohio
S Carr, John Carroll
Cincinnati 43, Ohio
L Carson, Hugh Alan
Wheaton, Md.
L Casella, Philip Stephen
Naugatuck, Conn.
L Casey, Richard Andrew, Jr.
North Andover, Mass.
L Cassel, Douglass Watts, Jr.
Richmond 29, Va.
S Cathcart, Patrick Allen
Whittier, Calif.
S Cathcart, Robert James
Whittier, Calif.
S Chaisson, Joseph Michael
Camp Lejeune, N. C.
J Chamberlain, Fletcher Coleman, Jr.
Sherborn, Mass.
U Chamberlin, William Laverack
Sherborn, Mass.
S Chase, Eric Lewis
Minneapolis 14, Minn.
S Cheek, Robert Caldwell
Fort Worth 7, Tex.
L Chen, Chosen Tien-chung
Marietta, Ohio
J Cheng, DeWitt Tien-wei
Marietta, Ohio
S Chessman, Robert Osgood
Granville, Ohio
U Chestnut, William James, Jr.
Westport, Conn.
L Chimento, George Louis
Westerly, R. I.
U Chin, Rockwell Jaowen
Norton, Mass.
S Clark, Gerald Randolph
Hillsborough, Calif.
U Clark, Warren Kempton
Little Compton, R. I.
L Clarke, Christopher Austin Bruff
Darien, Conn.
S Clift, Daniel Kennedy
Andover, Mass.
L Clift, William Biggs, III
Andover, Mass.
J Cohan, Robert David
Worcester, Mass.
J Cohen, Todd
Millburn, N. J.
J Coit, Daniel Grosvenor
Washington, Conn.
L Colby, Alexander MacGregor
West Boxford, Mass.
U Cole, Robert Albert
Andover, Mass.
J Coleman, Edward Francis
Andover, Mass.
J Colle, Pierre Emmanuel
Andover, Mass.
S Collins, John Harding Horan
Chevy Chase 15, Md.
J Combs, Craig Skidmore
Eatontown, N. J.
U Comstock, Henry Walker, Jr.
Buffalo 22, N. Y.
L Conant, Jonathan Brewster
West Newton 65, Mass.
S Congdon, Christopher Carter
Troy, N. H.
U Constantineau, Peter David
North Andover, Mass.
S Cook, Alan Augustus, II
Chatham Township, N. J.
L Cooney, John Fontana
Nashville 5, Tenn.
S Cooper, Daniel Sheldon
Dover, Mass.
U Coppage, Samuel Francis, Jr.
Norfolk 4, Va.
L Corcoran, William Joseph, Jr.
Cambridge 38, Mass.
S Cory, Thomas Ramsdell
Stamford, Conn.
S Cottle, Robert Stanley, Jr.
Norwell, Mass.
L Cotton, John Maurice
New York 21, N. Y.
S Cowan, Douglas Fairman
Worcester 2, Mass.
L Cowan, Spencer Morris, Jr.
Cambridge 38, Mass.
J Cox, David Claridge
Calgary, Alta., Canada
S Craford, John Kent
Onawa, Iowa
S Crane, Andrew Barry
Andover, Mass.
U Cromie, Richard James
Andover, Mass.
J Cross, Norman Campbell, Jr.
Lunenburg, Mass.
J Cunningham, Daniel Paul
Cincinnati 38, Ohio
L Cunningham, Stephen Robert
Cincinnati 38, Ohio
L Currier, Michael Paul
Fort Kent, Me.

L Curtiss, William Hanford, III
Woodside, Calif.
U Cuthbertson, Hugh Walz
Riverside, Conn.
S Cutler, Howard Manning
Greenwich, Conn.

D

S Dabney, Stephen Francis
Fairfield, Conn.
S Darby, Lawrence Allnutt, Jr.
Poolesville, Md.
U Davidson, Laurence John
Cedar Grove, N. J.
J Davis, Churchward, Jr.
Pittsfield, Mass.
L Davis, Geoffrey Barker
Providence 6, R. I.
U Davis, Ralph Paul
Washington 15, D. C.
S Davis, Richard Houston
East Princeton, Mass.
L Davis, William Michael
Northville, Mich.
L Dawson, Richard Kenneth
Lawrence, Mass.
L Dawson, William Lockhart, Jr.
Arlington 2, Va.
U Deane, John Cutting
Grand Rapids 6, Mich.
L Deck, Raymond Henry, Jr.
Andover, Mass.
S de Estrada, Michael Brigges
Los Angeles 24, Calif.
U Dennehy, Peter Normann
Setauket, L. I., N. Y.
U Devereux, Stephen Edward
Ponte Verde Beach, Fla.
S Dewey, John Holcombe
Spartanburg, S. C.
S deWolfe, Geoffrey Holden
Cleveland Heights 6, Ohio
L Diamond, Norman George
Waterloo, Iowa
U Dickerson, Norvin Kennedy, Jr.
Monroe, N. C.
S Dieter, Robert Johann
Eustis, Fla.
S Dimlich, David John
Andover, Mass.
U Dineen, John William
Lawrence, Mass.
S DiRago, Joseph Vincent
Woburn, Mass.
U Dixon, Courtlandt Palmer, III
Lawrence, L. I., N. Y.
U Doherty, Thomas Joseph, Jr.
Andover, Mass.
U Donaldson, Robert Beach
Riverdale 71, N. Y.
S Donat, Jeffrey Richard
Fargo, N. D.
J Doran, John Joseph
Wellesley, Mass.
J Dorn, William Leary
Houston 27, Tex.
S Dorr, Richard Gibson, Jr.
Belmont 78, Mass.
S Downing, Conway Augustus
Newport News, Va.
U Dun, John Spurrier
San Mateo, Calif.
S Durfee, Charles Brooks
South Hadley, Mass.
U Durham, Harry Blaine, III
Casper, Wyo.
J Dyer, Charles Herbert
Haverhill, Mass.

E

L Eakland, William Lyon
Rye, N. Y.
S Eargle, Donald Brian
Sumter, S. C.
J Eaton, Theodore Hambleton
Grosse Pointe 36, Mich.
L Eddy, Lee Chickering
Glen Ellyn, Ill.
S Edwards, Bruce Haven
Stanford, Calif.
L Edwards, Leland Stanford
Seattle 18, Wash.
L Ehrhart, Robert Henry
Orleans, Mass.
L Eichleay, George Frederick
Pittsburgh 17, Pa.
S Eichleay, William John, Jr.
Pittsburgh 17, Pa.
S Elkins, Randolph Hugh
Sea Girt, N. J.
U Eller, James Robert, Jr.
Charlotte 3, N. C.
L Ellison, Jonathan David
Falls Village, Conn.

E England, Joseph William
Joliet, Ill.
J Engvall, David Melville
Dublin, N. H.
J Escoruela, Andres Joseph
Forest Hills 75, L. I., N. Y.
U Eubank, Daniel Fulton
Summerville, S. C.
U Evans, John Randall
Demarest, N. J.
U Everett, Todd Harrison
Caracas, Venezuela, S. A.
S Everett, Warren Douglas
Vicksburg, Miss.

F

L Fabiani, James Parnham
Westport, Conn.
L Farley, David Wells
Harvard, Mass.
L Farrah, Albert Louis, Jr.
Methuen, Mass.
S Fay, Fred Clifford, II
York, Pa.
U Fay, John Bruce
Dorset, Vt.
L Feldman, Theodore Sherman
Waban 68, Mass.
U Finch, Stephen Baker, Jr.
Lawrence, L. I., N. Y.
S Finlay, James Regan
Manchester, Mass.
L Flaherty, Anthony James
Salisbury, Mass.
S Fleming, Richard Elliot, Jr.
Chatham, N. J.
L Fletcher, Michael Anthony
West Windham, N. J.
J Florenz, Paul Andrew
Methuen, Mass.
L Flowers, James Farrand
Houston 19, Tex.
L Foster, David Armour
Mankato, Minn.
U Fox, John Gardner
Rumson, N. J.
L Fraker, Ford McKinstry
Princeton, N. J.
S Franchot, Douglas Warner, III
Grosse Pointe 36, Mich.
L Franchot, Peter Van Rensselaer
Grosse Pointe 36, Mich.
J Freeman, Douglas Southall, II
New York 21, N. Y.
L Freeman, Gordon Leslie, Jr.
North Andover, Mass.
S Freeman, Joseph William, Jr.
Elkin, N. C.
S French, William Decker
Moline, Ill.
S Fry, Morton Harrison, II
New York, N. Y.
S Fulton, Winthrop DeWolf
Providence 6, R. I.

G

J Gaffny, John Joseph
North Andover, Mass.
S Gage, John Stephen McEnery
East Hampton, L.,I., N. Y.
S Gallagher, Paul Killian
Armonk, N.Y.
U Gallaudet, Peter Wallace
Farmington, Conn.
L Galpin, Amos
New Haven 11, Conn.
U Ganem, Bruce Emil
Methuen, Mass.
S Gang, David Lester
Huntington 1, W. Va.
U Gang, Robert Charles
Huntington 1, W. Va.
L Gardner, Ellis Benjamin, III
Darien, Conn.
U Gardner, Jeffrey Davis
Glencoe, Ill.
U Garner, Thomas Fleetwood, Jr.
Richmond 29, Va.
J Garner, William Vaughan
Richmond 29, Va.
S Garrity, John Paul, Jr.
South Weymouth, Mass.
S Garten, Jeffrey Elliot
Newport, R. I.
S Gass, Kenneth Brewer
Greencastle, Ind.
U Gast, David Sobo
Westfield, N. J.
L Gauntt, William Marshal
Montgomery 6, Ala.
L Geiger, Martin Alan
Harrison, N. Y.
S Gerard, Peter Alexis
Pittsburgh, Pa.
L Gibbs, George Geoffrey
Billings, Mont.

U Gibson, Anthony Herrick
Stamford, Conn.
L Gibson, Robert Douglas, Jr.
Tucson, Ariz.
J Giles, James David
Oklahoma City, Okla.
L Goldin, David Alan
Greenport, L. I., N. Y.
L Goldman, Daniel Franko
Amawalk, N. Y.
L Gonzalez, Fernando Luis
Guaynado, Puerto Rico
S Gonzalez, Jose Raul
Bayamon, Puerto Rico
U Gorelik, Gregory Mordecai
Guayaquil, Ecuador, S. A.
J Gould, Willard Joseph, III
Hartsdale, N. Y.
U Graham, John Thomas
Seattle 19, Wash.
L Gray, James Cranston, Jr.
South Dartmouth, Mass.
S Greenberg, Glenn Hank
New York 21, N. Y.
S Greenberg, Robert Samuel
Princeton, N. J.
S Greene, Alexander Maury
Nokomis, Fla.
U Grew, James Hooper, Jr.
Andover, Mass.
U Griffin, John William
Norwood, Mass.
L Grillo, James Francis
Andover, Mass.
S Grinberg, Donald Irving
White Plains, N. Y.
L Gurry, Christopher Jude
Andover, Mass.
S Guss, Jonathan Joseph Enman
St. John, N. B., Canada

H

U Hafkenschiel, Benjamin Thomas
Bala-Cynwyd, Pa.
U Hagan, William Hart, Jr.
Louisville 7, Ky.
U Haley, James Brian
Nevada City, Calif.
J Haley, Mark Layton
Andover, Mass.
U Hallett, Christopher John
Silver Spring, Md.
U Hamilton, Daniel Kirk, Jr.
Jackson, Miss.
J Hand, Clark William
Andover, Mass.
J Hanley, John Weller, Jr.
Cincinnati 8, Ohio
S Hannon, Richard Blakely
Cambridge 38, Mass.
L Hanson, David Taverner
Billings, Mont.
S Harker, Steven Douglas
Hawarden, Iowa
L Harris, Arthur, III
Atlanta 5, Ga.
S Harris, Edward Moseley, Jr.
Andover, Mass.
L Harris, George Rice
Andover, Mass.
U Harris, John Christopher
Westerly, R. I.
U Harte, Christopher McCutcheon
Corpus Christi, Tex.
L Haviland, David William
Montclair, N. J.
S Hay, Jonathan Marsden
Shaker Heights 20, Ohio
U Hayes, Grenville Karl
Fairhaven, Mass.
L Healey, Raymond Francis, Jr.
Upper Montclair, N. J.
S Heard, John Owsley
Sewickley, Pa.
J Heber, Justin Garland
Green Lake, Me.
U Heifetz, Louis James
Andover, Mass.
L Hemenway, Andrew Maine
Northford, Conn.
U Hemingway, John Moon
Stamford, Conn.
U Henry, Paul Wallace
Middlebury, Conn.
S Herfort, John Andrew
South Orange, N. J.
U Herrmann, Carl Procter
Grafton, Mass.
J Hertz, Paul Richard
Springfield, Ohio
J Hewes, Henry Fox
New York 28, N. Y.
S Hight, Frank Hanford
Perrysburg, Ohio
U Hinkle, Ward Byington
New Canaan, Conn.
U Hinkley, Andrew Haldane
Lancaster, N. H.
L Hinman, Richard Guild
Andover, Mass.
S Hirsch, Robert Louis
Ridgefield Park, N. J.
S Hives, Harry George
Center Valley, Pa.

S Hobler, Randolph Windsor
Princeton, N. J.
S Hobson, Henry Wise, III
Cincinnati 42, Ohio
L Hogen, Charles Robert Jr.
Chappaqua, N. Y.
S Holdorf, James Alfred
Lincoln, Neb.
J Holkins, John McGarry
Howell, Mich.
S Holland, Franklin Brown
Greenwich, Conn.
S Holloway, Frederic Lord
Summit, N. J.
U Horvitz, Robert Joseph
Akron 20, Ohio
U House, Jonathan Martin
New York 22, N. Y.
U Howe, Frank Alexander
Cincinnati 43, Ohio
S Howe, Richard Turner
Melrose 76, Mass.
U Hoye, Robert Wallace
Wellesley Hills 81, Mass.
L Hudak, Raymond John
Pittsburgh 4, Pa.
U Hudner, Michael Patrick Sweeney
South Swansea, Mass.
U Huntington, Derek Updegraf
Hartford 5, Conn.
S Huvelle, Jeffrey George
Litchfield, Conn.

I

U Indjic, Eugene
Springfield 8, Mass.
J Ireland, Thomas Ellis
New York 21, N. Y.
S Isley, Curtis Willard
Martinsville, Va.
L Ives, Alexander Frank
New York 24, N. Y.

J

U Jako, Miklos
Andover, Mass.
U James, Jay Zachary, Jr.
Andover, Mass.
L James, Michael Howard
Woodbury, Conn.
U Jameson, John Thomas
Katonah, N. Y.
U Jerman, Hubert Bennett, Jr.
Charlotte 7, N. C.
S Jessup, John Milburn
New York 21, N. Y.
L Jewell, Daniel Ashley
Locust Valley, N. C.
S John, Hunter Eardlie
White Plains, N. Y.
S Johnson, Allan Griswold
New York, N. Y.
S Johnson, Clay, III
Fort Worth, Tex.
U Johnson, Gregory William
Venice, Fla.
J Johnson, Mark Peter
Andover, Mass.
L Johnson, Scott Bowdon
London, W. 1, England
S Johnston, Alan Cope
Kenilworth, Ill.
U Johnston, James Harvey, III
Jackson 6, Miss.
L Jones, Eric Wilkins
Andover, Mass.
S Jones, Leslie Adams
Pittsburgh 35, Pa.

K

L Kahn, David Isaac
Setauket, L. I., N. Y.
U Kahn, Ely Jacques, III
Scarborough, N. Y.
J Kahn, Joseph Plaut
Scarborough, N. Y.
S Kalin, Richard Bryan
Norwalk, Conn.
S Kambhu, Tira Chai
Bangkok, Thailand
U Karlson, Douglas Alden
St. Louis Park 26, Minn.
U Katz, Peter
Cambridge 38, Mass.
S Kauffman, Bruce Alan
Norwood, Mass.
U Kaufmann, Rodgers Passavant
Darien, Conn.
L Kaupe, William Herbert, Jr.
Waccabuc, N. Y.
U Keller, Robert Scott
Winnetka, Ill.
U Kellett, Mirle Amory
Wellesley Hills 81, Mass.

S Kelley, Robert Emmett, Jr.
Palo Alto, Calif.
J Kellogg, Stephen Brewster
Weston 93, Mass.
J Kelsey, Harvey Marion, III
Rye, N. Y.
L Kendrick, Edmund Hopkinson, Jr.
Wenham, Mass.
S Kendrick, Marvin Hayne, Jr.
Alexandria, Va.
J Kendrick, Melvin Southworth
Wenham, Mass.
U Kenna, Edgar Douglas, III
Beverly Farms, Mass.
S Kenna, Lee Mountcastle, Jr.
Charleston 4, W. Va.
J Kennedy, Charles Nicholas
Cambridge 38, Mass.
S Kennedy, Sean Kevin
Worcester, Mass.
S Keppelman, Arthur Conrad, Jr.
Essex Fells, N. J.
L Keppelman, Christopher May
Litchfield, Conn.
U Keyworth, Richard Briggs
Gardner, Mass.
J Kidd, Lawrence Graves
Andover, Mass.
S Kidde, John Edgar
Pasadena 3, Calif.
U Kilbreth, James Truesdell, III
Garden City, L. I., N. Y.
L Kinsolving, Thomas Bruce
New York 21, N. Y.
L Kirk, Selden Thayer
Old Greenwich, Conn.
S Kispert, Robert Gordon
Dover, Mass.
L Kitendaugh, James Glanville
Greenwich, Conn.
U Kitson, Peter Wesley
Haverhill, Mass.
L Klein, Francis Charles
New York 23, N. Y.
U Kline, Hibberd Van Buren, III
Bradford Woods, Pa.
S Knapton, David Robert
Norton, Mass.
L Knowles, John Ellis
Greenwich, Conn.
J Koch, James Paul
Larchmont, N. Y.
U Koehler, Arnold Ray
Weyerhauser, Wis.
S Kondo, Kiyoshi
Hyogo-Ken, Japan
L Krinsky, Michael Mayer
New London, Conn.
S Kroll, Stephen Robert
Chevy Chase 15, Md.
L Kunen, James Simon
Marlboro, Mass.
U Kutvirt, Thomas Otakar
Rochester 18, N. Y.

L

U Lacouture, John Edwin
Virginia Beach, Va.
U Lamberson, William John
Oskaloosa, Iowa
S Lang, Bjorn Roland
Absecon, N. J.
J Langford, Charles Parmelee
Lindenhurst, L. I., N. Y.
U Lansing, James Perrin
Milwaukee 17, Wis.
L Latvis, Joseph Michael
Lawrence, Mass.
U Laughead, James Russell, Jr.
Des Moines 10, Iowa
L Lawrence, Guy Bedell
Stamford, Conn.
U Leary, Richard Maxwell
Arlington 74, Mass.
U Lederer, John Hall
Hatboro, Pa.
J Lee, James Hammon
Wichita Falls, Tex.
S Lee, Sidney Phillip, Jr.
St. Croix, V. I.
L Leete, Kevin John
Andover, Mass.
L Lehmann-Haupt, John Peter
New Preston, Conn.
S Leier, Robert Allan
Napoleon, N. D.
L Leismer, John Alfred
Petoskey, Mich.
L Lemkin, Jeffrey David
Lowell, Mass.
L Leone, John Joseph
South San Gabriel, Calif.
S Lerner, Stephen Daedalus
New York 28, N. Y.
U Levine, John Braverman
Lowell, Mass.
J Lewis, Rodney Eldon
Gibbon, Minn.
L Liang, Li Shiang
Lima, Peru, S. A.
S Liddell, Raymond Anthony
Woburn, Mass.
S Little, Prescott Manning, Jr.
Alexandria, Va.

L Littlefield, David Dries
Wellesley Hills 81, Mass.
L Littlefield, William Emory, Jr.
Upper Montclair, N. J.
L Liu, Thomas Wang
Dayton 31, Ohio
S Lockhart, James Bicknell, III
St. Paul 2, Minn.
S Logan, Timothy Van Dyck
Concord, Mass.
J Logsdon, Mark Joseph
Lake Forest, Ill.
U London, Frederic Scott
Saginaw, Mich.
S Lonsdale, Robert Douglas
Sarasota, Fla.
S Loomis, Nathaniel Barton
Greenwich, Conn.
L Lowe, Frederick William, III
Glastonbury, Conn.
L Lowell, Peter Tappin
Bridgton, Me.
L Lowell, Roger Wells
Bridgton, Me.
L Lower, John Wilson
Dobbs Ferry, N. Y.
J Lucas, John Edward
York, Me.
J Lucas, William Charles
Scarsdale, N. Y.
L Ludden, David Ellsworth
Chappaqua, N. Y.
L Lynn, Christopher Gardiner
Los Gatos, Calif.

M

U McAfee, Stuart Reeves
Irvington-on-Hudson, N. Y.
U McCabe, Frederic Charles, Jr.
Lawrence, Mass.
J McCarthy, Stephen Joseph
Marblehead, Mass.
S McCarthy, William Hugh
Chelsea 50, Mass.
S McClure, Matthew James
Fort Lauderdale, Fla.
U MacCuish, David Spruance
Riverside, Calif.
S McCullough, John Adams
Hanover, Mass.
S MacElhiney, Gary Michael
Lancaster, Mass.
L McEvoy, Earl Edward, Jr.
Rye, N. Y.
L McKibben, Timothy Pence
Grinnell, Iowa
U McLanahan, Charles Scott
Farmington, Pa.
U McLean, Edward Righter, Jr.
Greenville 7, Del.
L McLean, John Alan
Summit, N. J.
U McLean, Stuart Thomas
Pound Ridge, N. Y.
L McMullen, Kelle Andrè
Somerset, N. J.
J MacNelly, James Bruce
Cedarhurst, L. I., N. Y.
U MacNelly, Jeffrey Kenneth
Cedarhurst, L. I., N. Y.
S MacNutt, Owen
Ashland, Mass.
L McTernen, Malcolm Bodwell, III
Peoria, Ill.
L McWilliams, Andrew Alfred Reeves
Bloomfield, N. J.
S Macdonald, Torbert Hart, Jr.
Malden, Mass.
U Madison, Michael Timothy
Davis, Calif.
U Magruder, Joseph Hull, Jr.
Fairfield, Conn.
U Mahoney, Timothy William
White Plains, N. Y.
L Major, James Williamson, Jr.
Willimantic, Conn.
L Makepeace, David Walter
Naugatuck, Conn .
U Maling, Walter Henry
Annapolis, Md.
J Mallory, Stephen Paul
Kansas City 1, Kan.
S Mansfield, Douglas Kennard
Wellesley, Mass.
L Mar, James Christopher
Lincoln, Mass.
U Marble, Warren Nickerson
South Dennis, Mass.
L Marichal, Carlos
Cambridge 40, Mass.
J Marichal, Miguel
Cambridge 40, Mass.
U Marks, Andrew Wilson
Cheswick, Pa.
J Marks, Standish Backus
Grosse Pointe Shores 36, Mich.
U Marshall, Peter
Greenwich, Conn.
S Marshall, Robert Patterson, Jr.
Bronxville, N. Y,
U Marshall, Stephen Bush
Palo Alto, Calif.

U Marvel, Jonathan Hopkins
Greenville, Del.
S Mason, David Townsend, III
Russell, Mass.
S Matassoni, William Louis, Jr.
Indianola, Pa.
U Mathews, Colin Dee
Park City, Utah
J Matthews, Paul Chandler, III
St. James, N. Y.
L Maxon, Earl Halbert
El Paso 12, Tex.
S Mayer, Christopher
Pittsburgh 13, Pa.
J Maytag, Dean Calvin
Laurel, Iowa
S Mazel, Eugene Andrew Stephen
Andover, Mass.
U Meade, Everard Kidder, III
New York 21, N. Y.
U Means, Graeme Donald
Providence 6, R. I.
J Mears, William Sergeant
Litchfield, Conn.
U Melamed, Mark Alan
Binghamton, N. Y.
U Mele, Peter Cameron
Barneveld, N. Y.
J Melendy, Robert Gordon, Jr.
Wellesley Hills 81, Mass.
J Menocal, Luis, III
Mexico 20, D. F.
U Messick, Brinkley Morris, III
Dayton, Ohio
S Meyer, Michael Broeker
Nahant, Mass.
S Meyer, Terry Gene
Laramie, Wyo.
L Miller, Bryan Griffin
Andover, Mass.
S Miller, Gerald Elbridge, Jr.
McLean, Va.
S Miller, Jonathan Farrington
Roxbury, Conn.
J Miller, Marshall Burns, Jr.
San Antonio 12, Tex.
L Miller, Peter Paul, 3d
Kraainem, Belgium
L Miller, Robert Craig, Jr.
Charlotte 5, N. C.
L Miller, Samuel Ray
Miami Beach 40, Fla.
U Milliken, Gerrish Hill, III
Greenwich, Conn.
U Mills, Jonathan Quimby
New Canaan, Conn.
U Milmoe, Cornelius James
Oneida, N. Y.
J Mintkeski, Walter Cleverdon
Manhasset, L. I., N. Y.
J Mitchell, Charles DeBeaux
Glen Ridge, N. J.
S Mitchell, John Olgierd
Stamford, Conn.
L Mitchell, Paul Alexander
Stamford, Conn.
S Mitchell, Ronald Paul
Omaha 11, Neb.
S Mizne, Aleksander
Sao Paulo, Brazil, S. A.
S Moody, James Prescott
Haworth, N. J.
L Mook, David Parker
Tenafly, N. J.
S Moore, Bradford Elliott
Southboro, Mass.
L Moore, Christopher Lee
North Tarrytown, N. Y.
U Moore, Mark Harrison
Worcester 9, Mass.
U Moore, Matthew Swift
Pasadena 3, Calif.
S Morey, Jonathan Matthew
Harrison, N. Y.
J Morgan, David Llewelyn
Wellesley Hills 81, Mass.
S Morgan, John Canfield
New York 28, N. Y.
U Morgan, John William, Jr.
Wellesley Hills 81, Mass.
U Morgan, Peter Eason
Corning, Ark.
L Morgan, Philip Robinson
Shrewsbury, Mass.
L Morrill, William Henderson
Barrington, R. I.
L Morris, Donald Woodward
Santa Monica, Calif.
L Morris, James Arthur
Gloucester, Mass.
J Morris, Sidney Brock
Pittsburgh 32, Pa.
S Muir, Bryce Leigh
Glen Rock, N. J.
U Munroe, George Taylor
New York 25, N. Y.
U Munroe, James Granger
Andover, Mass.
U Murray, Roger Franklin, III
New York 25, N. Y.
S Muscutt, Keith
East Ham, England
S Mydans, Seth Anthony
Larchmont, N. Y.
L Myers, Gregory Bruce
Ottumwa, Iowa

N

S Nahill, Robert George
Lawrence, Mass.

S Nansen, Nicholas Ketel, II
Omak, Wash.

S Nelson, Ames Mackey
Tarrytown, N. Y.

U Nelson, Blyth Covey
Ste. Agathe Des Monts, P. Q., Canada

J Nelson, Phillip Lloyd
Pea Ridge, Ark.

S Nevius, Franklin Chalmers, Jr.
Red Bank, N. J.

L Nevius, George Booker
Red Bank, N. J.

L Newbury, William Kellogg
Concord, Mass.

L Newcomb, Winthrop Holbrook
Andover, Mass.

L Newhall, William Price, II
Riverside, Conn.

J Newmyer, Arthur Grover, III
Washington 8, D. C.

U Newton, Charles Richard
Westboro, Mass.

L Noble, Richard Cedric
Jackson, Mich.

L Noll, Jon Gray
Springfield, Ill.

S Noon, Jonathan Douglas
Short Hills, N. J.

O

U Ogden, Herbert Gouverneur, Jr.
Windsor, Vt.

L Ogilvie, Andrew Jones
Brookfield Center, Conn.

L O'Gorman, Stephen Vincent
Beverly, Mass.

J O'Hern, Joseph John
Barnum, Iowa

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P

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L Wyper, James, III
West Hartford 7, Conn.

Y

U Yankopolus Konstantine Konstantine
New Bedford, Mass.
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Berkeley, Calif.
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Pittsfield, Mass.
U Young, Robert Vaughan, Jr.
Venice, Fla.
L Youngquist, Jeffrey Ives
Lancaster, Pa.
S Youngquist, Peter Lowell
Lancaster, Pa.
U Yu, Allen
New York 21, N. Y.

Z

S Zachwieja, Alan Andrew
Houghton, Mich.

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Preliminary Application for Phillips Academy, Andover, Mass.

1. Time of proposed entrance: September, 19....

2. Class applied for: CIRCLE ONE — JUNIOR (9TH GRADE) — LOWER MIDDLE (10TH GRADE) — UPPER MIDDLE (11TH GRADE) — SENIOR (12TH GRADE)

3. Boy's name in full..... (FIRST — MIDDLE — LAST)

4. Date of birth..... 5. Age at last birthday

6. Name of parent or guardian.....

7. Permanent address.....

.....

8. Preferred mailing address.....

.....

9. Do you intend to apply for scholarship aid?.....

Signed (PARENT OR GUARDIAN)

Date.....

'6

For further information, please consult the Catalogue under "Procedure in Applying." The required $10.0 application fee, payable to the Trustees of Phillips Academy, should accompany this form.

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Please fill out and return with preliminary application

1. Time of proposed entrance; September, 19.....

2. State (or country if not U.S.A.).....

3. City or town.....

4. Boy's name in full..... (FIRST — MIDDLE — LAST)

5. Parent's name.....

6. Street address.....

7. Names of any relatives now or previously at the Academy. Please state relationship and graduation dates.....

8. Date.....

Phillips Academy, Andover, Massachusetts

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